### FACULTY CURRICULUM COMMITTEE COURSE FORM

**Contact Name:** Curtis, Claire  
**Email:** CurtisC@cofc.edu  
**Phone:** 843.953.6510

**Department or Program Name:** Political Science  
**School Name:** Humanities and Social Sciences

**Course Prefix, Number, and Title:** POLI 301—Bureaucratic Politics and Policy

### I. CATEGORY OF REVIEW (Check all that apply)

(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ New Course (attach syllabus)</td>
<td>☐ Change Number</td>
<td>☐ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>☐ Change Title</td>
<td>☐ Delete Course</td>
</tr>
<tr>
<td></td>
<td>☐ Change Credits/Contact hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

**Date (Semester/Year) the course will first be offered:**

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Prerequisite: POLI 101, Drop prerequisite POLI 210  

or permission of instructor.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☒ Yes ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

**Political Science major/minor**

### II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Contact Hours</strong></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Credit Hours** 3

Is this course repeatable? ☐ yes ☐ no  
If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  
Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

Examines the socio-political impacts of modern public bureaucracies, how modern bureaucracy has emerged as a "fourth branch" of federal government (including historical development) and its ability to influence policy making with particular emphasis on implementation.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 301

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Class room participation. Students should demonstration progressively deeper understandings of the impacts of modern bureaucratic forms of organization. Class essay examination.</td>
<td></td>
</tr>
<tr>
<td>Ability, demonstrated by exam essay questions, to critically examine the evolving power of the US administrative branch of government.</td>
<td></td>
</tr>
</tbody>
</table>

1. Demonstrate fundamental understanding of legal-rational systems of domination, how they reflected in rational economic analysis, how they shape language, policy and culture. In particular, show awareness of the differences between instrumental and value rationality.

2. Demonstrate an in-depth understanding of the role that the administrative state plays in the US Constitutional system of checks and balances, including its historical evolution.

3. Understand the pressures to create bureaucratic systems that come from a capitalist economic system and a political system based on democratic principles—and how those stand in tension in modern political discourse.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The course relates to directly to three Political Science learning outcomes:

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.

2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces.
3. Distinguish their own views from those of others and can defend their own perspective. Support for learning outcome 1 is skill introduced through historical and contemporary analysis of the administrative sector of government and its evolving role in a constitutional system of checks and balances. Support for learning objective 2 will primarily be through readings that critically evaluate the way legal-rational reasoning and language have been integrated into our society and culture. Support for learning objective 3 will be accomplished by the pedagogical method utilized in the course that encourages students to think of strong opposing arguments against their position and the reasoning process that goes into them.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

Date: 11/4/11

2. Signature of Academic Dean:

Date: 11/4/11

3. Signature of Provost:

Date: 11/10/11

4. Signature of Curriculum Committee Chair:

Date:

5. Signature of Faculty Senate Secretary:

Date:

Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
"That vast net-work of administrative tyranny ... that system of bureaucracy, which leaves no free agent in all France, except for the man at Paris who pulls the wires."

John Stuart Mill, "Westminster Review" XXVIII, 1837

"The bureaucracy is a circle from which one cannot escape. Its hierarchy is a hierarchy of knowledge. The top entrusts the understanding of detail to the lower levels, whilst the lower levels credit the top with understanding of the general, and so all are mutually deceived." Karl Marx, The Economic and Philosophical Manuscripts of 1844.

"The future belongs to bureaucratization." Max Weber, Economy and Society

The word “bureaucracy” was coined by the French economist, Jean Claude Marie Vincent de Gournay by combining the early Greek suffix kratia with the French word bureau. Kratia means “power of” - and we use it in many terms. For example, power of the masses is demo-cracy, power of the wealthy is pluto-cracy, and power of the good/wise is aristo-cracy. The French word bureau literally means desk but can also be used to mean office. Hence, bureaucracy means power of desks or offices. You go to an office or desk and you obey. In other words, it is rule by means of offices.

I begin my Introduction to Public Administration (POLS 200) course with a focus on the question why do we obey when we are told to do something? In this course, we will touch ever so briefly on that question before beginning our semester’s journey into the study of bureaucracy with particular emphasis upon the US. (As a side note: The French have probably the most developed and extensive system of bureaucratic government in the world—it goes back to the Napoleonic Code, created in 1804 which forbade privileges based on birth, allowed freedom of religion, and specified that government jobs go to the most qualified.) In the first couple of classes for this course, it is my intention to discuss with you what a bureaucracy is with particular emphasis upon Weber’s ideal type.

We will be reading and discussing Weber’s famous essay, Politics as a Vocation to underscore his thinking about particular forms of rationality—and especially the instrumental rationality that characterizes “power of” bureaucracy and his disdain for it.

From that point, we will be reading Ralph Hummel’s The Bureaucratic Experience. My goal in using this book is for you to understand the personal side of bureaucracy. (It makes me uncomfortable to say that I am a bureaucrat, but in many ways I am.) Hummel’s argument is that, far from being a form of organization, bureaucracy has fundamentally reshaped our lives and penetrated far beyond our contacts with
government. His book follow the work of many who noted that the transition into a industrial age (and now into an information age) required a reshaping of how we see and experience the world.

In light of this, it is no accident that the Pendleton Act (1883) was adopted as the US was transitioning from an agricultural to an industrial base. The Pendleton Act is perhaps the penultimate act contributing to the creation of a bureaucratic system of government. It was the death knell of Jefferson’s and Jackson’s vision of democracy and the displacement of the common man in favor of the expert.

During this part of the course, I will require you to keep a typed journal with at least three entries per week. The journal entries will reflect upon what you’re learning in the course and your own personal daily experiences. In effect, you will consider yourself as an experimental subject and tell me how your experiences either fit or don’t fit Hummel’s description.

Hummel’s work is extreme. I intend for it to challenge you in your own thinking. Many other researchers/theorists take a more benign view of bureaucracy. On the extreme other side is Goodsell’s In Defense of Bureaucracy. The book relies on

This course is predicated upon an assumption concerning the role of the administrative sector in society. In Democracy and the Public Service (1968: 1), Frederick C. Mosher maintains that:

1. governmental decisions and behavior have tremendous influence upon the nature and development of our society, our economy, and our policy;
2. the great bulk of decisions and actions taken by governments are determined or heavily influenced by bureaucratic officials, most of whom are appointed, not elected;
3. the kinds of decisions and actions these officials take depend upon their capabilities, their orientations, and their values; and
4. these attributes depend heavily upon their backgrounds, their training and education, and their current associations.

In addition, recent research and analysis suggest a fifth premise:

5. the actions and behaviors of administrators and bureaucracies are also conditioned (albeit imperfectly) by their larger political and economic environment.

The twentieth century in the US has been frequently characterized as one that saw the rise of the Administrative State. So far, the twenty-first century has not seemed to be much different. After 9/11, we witnessed the creation of a major new bureaucratic arm of government—the Department of Homeland Security—with vast powers. It may seem trivial, but think about airline security. It has progressed far beyond a stage of someone making you take your shoes off (which would have been outrageous in 2000) to a point where full body scanners can image your anatomy quite accurately.

Of course there are reasons for the emergence and growth of the administrative state. Often these reasons are quite reasonable, given the circumstances. To explore those reasons, we will explore at the historical evolution of the modern Administrative State by reading Richard Stillman II’s The American Bureaucracy: The core of modern
government, Third Edition. Stillman takes a more benign view of the American Bureaucracy, seeing it as a rational response to emerging conditions coming out of the nineteenth into the twentieth century and now, the twenty-first.

There are two major learning goals for this course:

The first is to fully understand that bureaucracy is, in the end, a form of organization and not something specifically attached to governmental organizations. Most all organizations exhibit bureaucratic attributes in a "more or less" fashion. In the end, there may be greater organizational and systemic similarities between General Motors and the US Department of Agriculture than between Google, Inc. and General Motors. (It is true that both Google and General Motors are profit-making entities, but the recent bankruptcy of GM signals that survival is equally as strong a motivation in this private bureaucracy as any public one.) Put differently, it may be that the US and France are much more alike now than there were in, say, 1900—most certainly that is the case if we compare the US and Russia or even China. Vincent Ostrom, in The Intellectual Crisis of American Public Administration (a book I have used in my intro to Public Administration class) argues that the US specifically has failed to evolve with a democratic model of public administration.

This learning goal will culminate in our watching a movie, Brazil. Brazil is a satire on bureaucracy—created by Terry Gilliam—one of the members of Monty Python’s Flying Circus. Below is the Amazon review.

If Franz Kafka had been an animator and film director—oh, and a member of Monty Python’s Flying Circus—this is the sort of outrageously dystopian satire one could easily imagine him making. However, Brazil was made by Terry Gilliam, who is all of the above except, of course, Franz Kafka. Be that as it may, Gilliam sure captures the paranoid-subversive spirit of Kafka’s The Trial (along with his own Python animation) in this bureaucratic nightmare-comedy about a meek governmental clerk named Sam Lowery (Jonathan Pryce) whose life is destroyed by a simple bug. Not a software bug, a real bug (no doubt related to Kafka’s famous Metamorphosis insect) that gets smooshed in a printer and causes a typographical error unjustly identifying an innocent citizen, one Mr. Buttle, as suspected terrorist Harry Tuttle (Robert De Niro). When Sam becomes ensnared in unraveling this bureaucratic glitch, he himself winds up labled as a miscreant.

The movie presents such an unrelentingly imaginative and savage vision of 20th-century bureaucracy that it almost became a victim of small-minded studio management itself—until Gilliam surreptitiously screened his cut for the Los Angeles Film Critics Association, who named it the best movie of 1985 and virtually embarrassed Universal into releasing it. This DVD version of Brazil is the special director’s cut that first appeared in Criterion’s comprehensive (and expensive) six-disc laser package in 1996. Although the DVD (at a fraction of the price) doesn’t include that set’s many extras, it’s still a bargain. —Jim Emerson

I urge you not to watch this movie before it is scheduled for class—if you have seen it, then simply put it out of your mind.

The second learning goal is a pragmatic one—to appreciate the driving forces behind the American Bureaucracy why we create bureaucratic forms of administration, why they gain power and how they use it. We all love to gripe about bureaucracy. Some think we can do without it (I’m not sure—but think we would have a difficult time doing it as long as we remain a strongly centralized federal state—and a nation where businesses are
quite big). In this context, the learning goal can be stated quite clearly. The Department of Homeland Security (created in your lifetime) had good, sound reasons behind its creation. In short order, it began to have its critics. You should come to appreciate and understand those reasons—both those that created it and those that now critique it. Attendant to this learning goal is how we view bureaucrats. We tend to see them in very negative ways—and for some that may be deserved, but as a blanket statement it is too crude.

Required text:

As mentioned above, there are two required texts for the course (I will supplement them with readings from time to time).


Classes—use the following as a guide for readings and class discussion:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24th</td>
<td>First Class: Introduction</td>
</tr>
<tr>
<td>Aug 26th</td>
<td>Weber: “Politics as a Vocation.” (essay will be transmitted to you via email)</td>
</tr>
<tr>
<td>Aug 29th</td>
<td>Hummel—Chapters 1 and 2</td>
</tr>
<tr>
<td>Aug 31st</td>
<td>See above</td>
</tr>
<tr>
<td>Sept 2nd</td>
<td>First reflections. Class-sharing journals</td>
</tr>
<tr>
<td>Sept 5th</td>
<td>Hummel—Chapter 3</td>
</tr>
<tr>
<td>Sept 7th</td>
<td>See above</td>
</tr>
<tr>
<td>Sept 9th</td>
<td>Second reflections. Class-sharing journals</td>
</tr>
<tr>
<td>Sept 12th</td>
<td>Hummel—Chapter 4</td>
</tr>
<tr>
<td>Sept 14th</td>
<td>See above</td>
</tr>
<tr>
<td>Sept 16th</td>
<td>Third reflections. Class-sharing journals</td>
</tr>
<tr>
<td>Sept 19th</td>
<td>Note class may be cancelled—if so, make-up will be watching movie—more details first day of class.</td>
</tr>
<tr>
<td>Sept 21st</td>
<td>Note class may be cancelled—if so, make-up will be watching movie—more details first day of class.</td>
</tr>
<tr>
<td>Sept 23rd</td>
<td>Hummel—Chapter 5</td>
</tr>
<tr>
<td>Sept 26th</td>
<td>See above</td>
</tr>
<tr>
<td>Sept 28th</td>
<td>Fourth reflections. Class-sharing journals</td>
</tr>
<tr>
<td>Sept 30th</td>
<td>Hummel—Chapter 6</td>
</tr>
<tr>
<td>Oct 3rd</td>
<td>See above</td>
</tr>
<tr>
<td>Oct 5th</td>
<td>See above</td>
</tr>
<tr>
<td>Oct 7th</td>
<td>Hummel—Chapter 7</td>
</tr>
<tr>
<td>Oct 10th</td>
<td>See above: <strong>Note: Brazil will be scheduled for this week (a choice of evenings)</strong></td>
</tr>
<tr>
<td>Oct 12th</td>
<td>Hummel—Epilogue</td>
</tr>
<tr>
<td>Oct 14th</td>
<td>See above</td>
</tr>
<tr>
<td>Oct 17th</td>
<td>Fall Break</td>
</tr>
<tr>
<td>Oct 19th</td>
<td>Stillman—Chapter 1—Revised journals due (this is in lieu of an exam)</td>
</tr>
<tr>
<td>Oct 21st</td>
<td>Discussion: See above</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>October 24th</td>
<td>Stillman—Chapter 2</td>
</tr>
<tr>
<td>October 26th</td>
<td>Discussion: See above</td>
</tr>
<tr>
<td>October 28th</td>
<td>Case study TBA</td>
</tr>
<tr>
<td>October 31st</td>
<td>Stillman—Chapter 3</td>
</tr>
<tr>
<td>November 2nd</td>
<td>Discussion: See above</td>
</tr>
<tr>
<td>November 4th</td>
<td>Case study TBA</td>
</tr>
<tr>
<td>November 7th</td>
<td>Stillman—Chapter 4</td>
</tr>
<tr>
<td>November 9th</td>
<td>Discussion: See above</td>
</tr>
<tr>
<td>November 11th</td>
<td>Discussion: The Department of Homeland Security and the Patriot Act</td>
</tr>
<tr>
<td>November 14th</td>
<td>Stillman—Chapter 5</td>
</tr>
<tr>
<td>November 16th</td>
<td>Discussion: See above</td>
</tr>
<tr>
<td>November 18th</td>
<td>Stillman—Chapter 6</td>
</tr>
<tr>
<td>November 21st</td>
<td>Discussion: See above</td>
</tr>
<tr>
<td>November 23rd</td>
<td>Stillman—Chapter 7</td>
</tr>
<tr>
<td>November 25th</td>
<td>Discussion: See above</td>
</tr>
<tr>
<td>November 28th</td>
<td>In-class term paper presentations</td>
</tr>
<tr>
<td>November 30th</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December 2nd</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December 5th</td>
<td>In-class term paper presentations</td>
</tr>
</tbody>
</table>

Examinations:

One exam will be given during the scheduled time for final exams. It will be essay format—and comprehensive:

Course requirements:

Journal: During the first half of the course you will be required to keep a personal, reflective journal that focuses on the assignments in Hummel and what emerges in class discussions. This journal will be edited in light of your viewing of Brazil and submitted as a paper no later than the beginning of class on October 19th.

Book review/critique: You will be required to read one additional book of your choosing and submit a review/critique of it (~7-10 pages, typed, double-spaced). The book should be relevant to the class, i.e., address bureaucracy. You may also choose to combine a set of scholarly articles. In exceptional cases, you may review/report on a work of fiction. Details the first day of class and ongoing.

Your final grade will be computed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>30 percent</td>
</tr>
<tr>
<td>Book review/critique</td>
<td>30 percent</td>
</tr>
<tr>
<td>Final exam</td>
<td>30 percent</td>
</tr>
<tr>
<td>Class attendance/participation</td>
<td>10 percent</td>
</tr>
</tbody>
</table>
Mid-term and Final Grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>93-100</th>
<th>90-92</th>
<th>87-89</th>
<th>B+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>83-86</td>
<td>80-82</td>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>Grade</td>
<td>73-76</td>
<td>70-72</td>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>Grade</td>
<td>63-66</td>
<td>60-62</td>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

I expect for you to attend class and actively participate in discussions. I have oriented this class accordingly. I reserve up to 10 points on your final grade to reflect both class attendance and participation. Please note this can be positive or negative.

There will be no open laptops in class. I consider texting to be the same as talking in class—call me old-fashioned if you will, but it is discourteous to me as well as your classmates. So, no texting is permitted either. Violation of either of these rules will result in punishment at my discretion.

**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: John Creed  Email: creedj@cofc.edu  Phone: 3-8137

Department or Program Name: Political Science  School name: Humanities and Social Sciences

Course Prefix, Number, and Title: POLI 304 – American Foreign Policy Process

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes  ☑ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science major/minor: American Studies

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours 3

B. Credit Hours 3

Is this course repeatable? ☐ yes ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

American Foreign Policy Process surveys the process by which American foreign policy is made. The course extends beyond the traditional institutions of the presidency and Congress to encompass other actors like courts, the states, the media, the public and the international policy environment.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym is part of a department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 200 and 300-level courses.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will have a fuller appreciation for how American foreign policy is made (including the different perspectives held by scholars on elements of the process)</td>
<td>Measured by student performance on regular exams and a simulation exercise</td>
</tr>
<tr>
<td>2. Students will gain insights into the intricacies of policy deliberation and negotiation, learn how to work more effectively with others when seeking to solve a collective problem, and appreciate the importance of being informed and the advantages of being able to articulate ideas clearly and concisely (in oral and written form) as part of any deliberative process</td>
<td>Measured by performance in simulation exercise and reflection papers written after the exercise.</td>
</tr>
<tr>
<td>3. Students will better comprehending the views of others and articulate, defend their own position on issues</td>
<td>Measured through term and final exams, simulation paper assignments and simulation exercise</td>
</tr>
<tr>
<td>4. Students will demonstrate effective research skills</td>
<td>Measured through simulation paper assignments</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Course supports the following departmental learning objectives: apply theories and concepts to new situations; demonstrate understanding of readings, analyze texts critically, effectively write papers; demonstrate knowledge of the reasons why people behave in diverse political roles and spaces; distinguish their own views from those of others and can defend their own perspective. Skills are reinforced in this course.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

N/A

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director: [Signature] Date: 11/3/2011

2. Signature of Academic Dean: [Signature] Date: 11/4/11

3. Signature of Provost: [Signature] Date: 11/10/11

4. Signature of Curriculum Committee Chair: [Signature] Date:

5. Signature of Faculty Senate Secretary: [Signature] Date:

Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
American Foreign Policy Process

Course Objectives

This course is designed to provide you with insight into the conduct and formulation of American foreign policy by:

a) providing you with a broad survey of the process by which United States foreign policy is made;

b) providing you with different interpretations of the American foreign policy process and exposing you to a variety of schools of thought and;

c) compelling you to think critically and write analytically about the various actors and components of the process.

Course Content

This course will look at the way American foreign policy is formulated by looking first at the constitutional and international settings of the process. We will then examine the relationships among key institutional actors which are a part of the policy making process, including actors in the executive, legislative and judicial branches of US government. This will be followed up with an investigation of conceptual models of foreign policy making and application of all these ideas through an examination of policymaking during the recent Iraq War. Fourth, we will analyze some of the less typically studied institutional actors of the process, including public opinion, the media and private interest groups. After this component of the course is completed, you will have an opportunity to simulate the process you have been studying. You will all assume roles in this exercise and apply what you have learned as you seek to make policy in response to a specific US overseas issue. Finally, the course will look at some of the perennial questions of the American foreign policy making process, including how democratic it is and should be and how it is used as an instrument of politics and policy.

Learning Objectives and Skills This Course Will Seek to Improve

This course contains several learning outcomes and objectives. By the end of your experience here, you will have a fuller appreciation for how American foreign policy is made (including the different perspectives held by scholars on elements of the process) and you will be able to articulate an informed and nuanced understanding of this to others. Such an understanding would include recognizing the complexities of bureaucratic relationships and the value of examining the American foreign policy process more holistically (including roles for the media, the public and interest groups). I anticipate that you will gain insights into the intricacies of policy deliberation and negotiation, learn how to work more effectively with others when seeking to solve a collective problem, and appreciate the importance of being informed and the advantages of being able to articulate your ideas clearly and concisely (in oral and written form) as part of any deliberative process. Finally, by taking this course, I intend for you to gain a fuller understanding of the concept of democracy and be able to think critically and write analytically about how democratic the American foreign policy process is today and how democratic you believe it should be in the future.
This course will also attempt to challenge and improve a number of skills that are considered vital for students of Political Science (and students of the Liberal Arts and Sciences more broadly) to master. These include:

** reading speed and critical comprehension (through class discussions of reading, term exams);

** oral communication and presentation abilities (through class discussions and participation in foreign policy simulation);

** effective writing and development of arguments (through simulation paper assignments, as well as Woodward assignment);

** applying theories and concepts to new situations (through Woodward assignment, simulation and class discussions);

** comprehending the views of others and articulating, defending one’s own position (through term and final exams, simulation paper assignments and simulation exercise);

** research skills (through simulation paper and simulation exercise).

Method of Presentation

One underacknowledged truism in education is that we all learn differently. Some of us are primarily visual learners -- we need to see information and we retain and retrieve knowledge through an elaborate mental notecard system. Others of us are more auditory learners -- we thrive on hearing material and we store and access facts and ideas through auditory tapes we play in our minds. Still others of us are more kinesthetic learners -- we need to feel and experience material and we draw upon those feelings and experiences when processing and recounting what we know. While many of us learn using all of these broad channels to some extent, each of us has a "favorite" channel through which we absorb, process, retain and apply knowledge best. Thus, we have our own individual reactions to different modes of communication and teaching techniques.

This class is designed explicitly to try to hit everyone's primary channels of learning as often as possible and to further develop your less preferred paths through the use of a variety of teaching techniques. As such, class meetings will be roughly divided between lecture and class discussion, with lecture material designed to complement the required readings and discussions encompassing a number of different formats. Class will not be a rehashing of the information in the texts. On occasion, students will be leading discussion portions of class sessions based on work they have done outside of class. These discussions will sometimes take place in small groups.

If specific techniques work best for you or you know of additional methods that you've seen work well in other classes, feel free to suggest them and if they can be incorporated into the class, we'll try to do it.

Class Participation

Class participation is a vital component of this course and your ACTIVE involvement in this class is therefore strongly encouraged. Participation in class discussion is expected and will be considered in final course evaluations. Such participation includes listening carefully and critically to the views expressed by classmates, as well as the expression of personal views. You should always be prepared during each class session to discuss current political events as they relate to the subject of the course.

The minimum level of class participation is class attendance. Due to the structure of the course, you should not expect to do well without regular class attendance. A general guideline is that any absence rate greater than fifteen percent (excused and unexcused) is excessive and will lower your grade for participation, as well as
adversely affect your ability to maintain high work standards in other areas of the class. If you do miss a class, you are still responsible for all the material covered.

Special Circumstances

If you have any kind of special circumstances that I should know about, please make me aware right away. For example, if you have a diagnosed (or undiagnosed) learning disability, if you have a physical impairment of any kind or if you are an athlete or club member who will travel during the semester. I need to know at the start of the term in order to make certain that your needs can be met. It will be infinitely more difficult to accommodate you sufficiently if you delay in disclosing your needs. In addition, if you are a student who has problems taking essay exams, writing papers, taking class notes, etc., there are many resources and programs you can take advantage of to improve your class performance. All you have to do is ask.

Please Note: If you are a SNAP student eligible for accommodations, you MUST provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you MUST follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your requests if I have not been given sufficient notice.

Office Hours

I have designated two sets of office hours that are there for you to use. Do not be reluctant to come by my office at these times, especially if you have questions that are left unanswered from class or if you are experiencing any difficulties or uncertainties in the course. If these hours conflict with your schedule, we can work out a mutually convenient time to meet. I'm around a lot -- don't hesitate to come by and talk.

Course Groundrules

Attendance: Absence from more than fifteen percent of the scheduled class sessions, whether excuses or unexcused, is excessive. (Note: an absence memo from Student Affairs is for my information only. It does not buy you an "excused" absence or a free pass to miss an additional class. I do not make any distinctions when it comes to absences - "excused" or "unexcused"). Students missing more than six class sessions will lose one full letter grade from the participation portion of their overall average for each additional absence.

Late Work: Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total automatically (i.e., a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deleted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested. Any student who does not inform me of a missed exam within 24 hours and cannot produce a legitimate, substantiated reason for absence will fail the missed exam automatically and will have no opportunities for a make-up test.

Electronic Submissions: NO work may be submitted to me electronically for credit under any circumstances. You must have a legible, printed copy of your work for me to collect when assignments are due.

Academic Dishonesty: When you enrolled in the College of Charleston, you were bound by an Honor Code. I expect you to abide by that code. If you are found to have cheated on an exam or plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes cheating or plagiarism, ask before you act.

Courtesy and Tolerance: As this course progresses, you will doubtlessly find that your ideas about American foreign policy do not always match the views of your fellow students, the authors of your texts, or your instructor. This is the stuff of American foreign policy. However, if this course is to prove rewarding for everyone
(as it should), it is absolutely essential for each participant to respect and tolerate the ideas and opinions of others in the class. It is equally important for everyone to discuss issues on the basis of information and analysis rather than emotion and volume. By adopting such a posture, you will hopefully find the class to be a challenging and enlightening experience where you will have many opportunities to rethink what you know or believe to be true about American foreign policy.

In keeping with courtesy and tolerance, I will insist that all cell phones and other personal electronic devices be turned OFF before class and remain OFF throughout the class session.

**Time Spent Outside of Class:** I have high expectations for you in this course and have crafted it with that in mind. I envisage that to successfully complete the work in this course, you will need to spend two to three hours working outside of class for every hour you spend inside the classroom. Students who are not committed to spending that kind of time studying and preparing for class should expect to struggle. It is important to note, as well, that time alone does not automatically ensure success — the kind of time you devote to studying and how you approach the endeavor may be just as critical. You can devote time to preparing and studying that is effective and ineffective. If you ever wish to discuss these issues with me, feel free.

**Readings and Texts:**


All required texts are available at the College of Charleston and University Bookstores. Additional required readings are marked with an asterisk (*) in the course outline. They are available through the College Library's reserve system (password will be provided in class).

It is also important for you to keep up with events in American foreign policy as you take this course. Unfortunately, the Charleston Post and Courier will not be much help in this regard. I am therefore encouraging you to subscribe to The New York Times and read it as often as possible. You may purchase a discount subscription from the New York Times website which allows you to purchase the paper on weekdays for a significant savings over the newsstand price. A copy of the necessary form accompanies this syllabus. The additional resources listed below are also helpful in keeping up with the pressing issues and debates in American foreign policy and are strongly recommended:

**Newspapers and Journals of Opinion**

--The New York Times
--The Washington Post
--The Christian Science Monitor
--The Wall Street Journal
--The Los Angeles Times
--The Economist

--The National Review
--The New Republic
--The Nation
--The Progressive

Commentary
--The Weekly Standard

**TV/Radio**

--National News (ABC, CBS, NBC, FOX, CNN)
--Nightline (ABC)
--The News Hour with Jim Lehrer (PBS)
--This Week (ABC)
--Meet the Press (NBC)

**Journals**

--Foreign Policy
--Foreign Affairs
--World Policy
--The National Interest
--Orbis
Course Requirements

1. **Class Participation (10%)**: Your constructive input is a vital component of this course. It is expected you will attend class regularly and that you will be prepared to discuss the required readings on the day they are assigned to be completed. At the end of the semester, you will be given a grade based on the contribution you have made to class proceedings. If it appears the class is falling behind and is not sufficiently prepared, I reserve the right to give unannounced quizzes and the grades will be factored into your participation totals. Quizzes waste a lot of everyone’s time; however, it will be a measure of your collective success if you manage to avoid them.

2. **Participation in the class simulation exercise (10%)**: Toward the end of the semester, everyone in class will be engaged in a simulated experience in making US foreign policy. Your active participation in this exercise is expected and you are required to attend each session of class during this period to have an opportunity to receive full credit for participating. At the end of the exercise, you will receive a grade based on the contribution you have made to the exercise.

3. **Written Assignments (15%, 20% and 5%)**: You will complete one written assignment connected to Bob Woodward’s *State of Denial*. One extensive paper assignment preparing you for the simulation and one shorter reflective essay following the exercise. The due dates for these assignments are listed in the course outline below. The precise guidelines for each of these assignments will be handed out separately.

4. **Term Examinations (10%, & 10%)**: Two fifty minute term examinations will be given as part of this course. Dates for the exams are included in the Course Topics and Assignments. The precise format of exams will be announced prior to the test date. A study guide with sample questions will be handed out prior to each of the exams to help you prepare.

5. **Cumulative Final Exam (20%)**: A cumulative final exam will be given during the final exam period. The format will roughly resemble that of the term exams, though in more detail. A study guide with sample questions will be handed out prior to the exam to help you prepare.

In addition to providing study guides, I am always amenable to scheduling an extra review session prior to each exam if the class feels it would be helpful.

Note: A failing grade for an exam will be given to any student who misses an exam and does not notify me within 24 hours (messages may be left in the Political Science office). A legitimate, substantiated reason for absence (i.e. medical excuse from a doctor) must be produced in order to be considered for a make-up.

Opportunities for “extra credit” are not available.

A numerical and literal translation of grades assigned is as follows:

- A = Superior (93-100)
- B = Good (85-92)
- C = Average (75-82)
- D = Merely Passing (65-72)
- E = Failure (58-64)
- F = Failure (50-57)
- Other grades are not assigned.
Hints for Reading and Writing -- Survival Tips

When seeking to understand different conceptual frameworks used in American foreign policy, it is important to wrestle with the many assumptions and abstract ideas they are based upon. We will be reading several books through the semester that will help us in this endeavor. At times, the reading may prove difficult for some of you and reading assignments will quickly become burdensome if you choose to procrastinate and leave them to just before the exam. Thus, I have some suggestions to help you in your reading.

First, do the assigned reading before you come to class on the day we are slated to discuss the topic. If you have even a vague familiarity with the subject matter upon entering class, you will find that our discussions will mean more to you. You will be able to more readily recognize important points and add context to what you have read. Our class discussions are also the perfect time to ask questions about readings and get clarification on issues or points you do not fully understand or feel comfortable with. If you wait and read later, you are unaware of what problems you might have and the opportunities to work them out sufficiently have often vanished.

After you read a chapter or article for the first time, consider going back and taking some notes as well. Much of what we read we do not retain for very long. However, committing information to paper in our own words can help stretch our retention capabilities. Attempting to summarize what someone is saying in our own words can also be a useful way of discovering what we understand and do not understand. In addition, notes are a helpful study tool when you are reviewing for exams or considering ideas for papers. The notes you take on readings need not be extensive or recount every detail. You might simply seek to identify what the major themes and key points of a reading are, identify and try to define new terms used in the chapter, and think about why the material is important and how it relates to other topics we have already discussed in the course.

Once we have discussed a topic in class, you should consider reviewing the assigned readings and your notes to see that you indeed identified the major points and that you feel you understand the material sufficiently. If the readings were very confusing when you tackled them before class or you did not feel you got much out of them, reread the material after the discussion to see if you understand it any better. There is an unstated (and faulty) assumption among many of us that we should read pieces only once in order to gain a complete appreciation of them. However, it often takes two, three or sometimes more readings to attain a full measure of what an author has to offer. We often see more if we give ourselves a second time around.

***If you want more information on developing strategies for critical reading, please ask for the handout with examples which I am happy to provide you.

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, we will complete one major writing assignment designed to help you develop your skills in synthesizing other's ideas and constructing your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following stages:

**Invention:** When you prepare to write, allow yourself ample time to think about what it is you intend to say, how you wish to say it, and who will be your intended audience. The process of invention is one that can and probably should begin long before you actually begin writing your assignment. This is the time when you should be finding out about what it is you intend to write about, which strategies for writing you intend to employ to reach your audience effectively, and what tentative main point or thesis you hope to express and substantiate in your paper. As you make decisions and come up with ideas, it is useful to commit them to paper.

**Drafting:** Once you think you have some direction for your written work, begin setting more concrete goals of what you want or need your paper to say, what kind of opening you will use, what kind of end message you want your reader to walk away with. Plan the organization of your paper by constructing an outline of the entire work and then after refining that plan, write a rough draft. Allow yourself plenty of time before the due date to complete a rough draft. No paper ever emerges from our heads to paper in
perfect form and most do not emerge in anything close to what we are finally capable of producing. The more opportunities we allow ourselves to create, rethink and rewrite, the stronger our final effort will be.

Revising: With a rough draft of your ideas committed to paper, it is infinitely easier to begin the process of recrafting your thoughts and words into a successful paper. Hopefully, you've given yourself time to allow your paper to sit idle (preferably for at least a day or two) before you go back to working on it. Getting a little distance and perspective on your ideas often helps you to see weaknesses, flaws and areas of new potential that otherwise go unnoticed. When you return to your paper, evaluate your work in terms of its focus (Am I saying exactly what I want to say?), organization (Is my paper structured appropriately to make my points?), content (Is my work complete and authoritative? Does it include all the necessary information but not too much?), and readability (If I were the reader and not the author, could I follow my points easily?). Revise your draft until you are satisfied that you have attained your goals.

Proofreading: Once you have finished making substantive changes in your draft, always proofread it for errors in spelling, usage and punctuation.

In both the case of reading and writing, allowing yourself plenty of time to do the work required is vital -- last minute efforts are always less successful and often reflect badly on your abilities and performance.

**KEY DATES TO REMEMBER**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First term exam</td>
<td>Monday, September 20</td>
</tr>
<tr>
<td>Second term exam</td>
<td>Friday, October 15</td>
</tr>
<tr>
<td>Simulation written assignment</td>
<td>Monday, October 25</td>
</tr>
<tr>
<td>Woodward written assignment</td>
<td>Monday, November 1</td>
</tr>
<tr>
<td>Simulation Reflection</td>
<td>Monday, November 8 - Monday, November 22</td>
</tr>
<tr>
<td>Final exam</td>
<td>Tuesday, December 7 (by 4:30 in my office)</td>
</tr>
<tr>
<td></td>
<td>Saturday, December 11, 12-3 p.m.</td>
</tr>
</tbody>
</table>
Course Topics and Assignments

(+) denotes reading found in Wittkopf and McCormick
(*) denotes required readings that are available through the College library’s e-reserve system (password distributed in class). Many of the materials can also be found in their original form in the library stacks. Please treat all library materials carefully and return them when you are finished so others can make use of them.

1. Course Introduction (August 25)

Reading: Rosati and Scott, pp. 2-13.

2. The International Setting for Making American Foreign Policy (August 27)

Reading: Rosati and Scott, pp. 14-54;
(-) Stanley Hoffmann, "Why Don’t They Like Us Anymore? How America Has Become the Object of Much of the Planet’s Genuine Grievances and Displaced Discontent”.

3. Constitutional and Political Background (August 30)

Reading: (*) The U.S. Constitution;

4. The President and the National Security Council (NSC) (September 1-10)

A. Presidential Powers and Authority (September 1-3)

Reading: Rosati and Scott, pp. 56-94; 362-383;
(+) Michael Nelson, “Person and Office: Presidents, the Presidency and Foreign Policy”;

B. Presidents and the National Security Bureaucracy (September 6-10)

Reading: Rosati and Scott pp. 95-126;
(*) U.S. National Security Act of 1947;
(+) Ivo Daalder and I.M. Destler, “How National Security Advisors See Their Role”;
Dubious Precedent.” Political Science Quarterly 115 (Fall 2000), pp. 347-351;
(+) Barton Gellman, “A Different Understanding” in Angler: The Cheney Vice
Presidency (New York: Penguin Books, 2008), pp. 31-60;
(+) Jane Mayer, “Panic” in The Dark Side (New York: Doubleday, 2008), pp. 1-
10

5. The Bureaucracies (September 13-October 4)

A. State Department (September 13-15)

Reading:
Rosati and Scott, pp. 127-157;
(-) Colin Powell, “The Craft of Diplomacy”;  
(*) Duncan Clarke, "Why State Can't Lead," Foreign Policy (Spring 1987), pp. 128-142;
(*) Newt Gingrich, “Rogue State Department” Foreign Policy 137 (July/August 2003), pp. 42-48;
Foreign Service” Foreign Affairs 88 (January/February 2009), pp. 148-160)
(*) Kristen Henderson, “This Is War: Civilian USAID Workers Undergo Intense  
Training for Work in Afghanistan” Washington Post (July 4, 2010).

B. Public Diplomacy (September 17)

Reading:
Rosati and Scott, review pp. 142-144;
(*) Jian Wang, “Ielling the American Story to the World: The Purpose of U.S.  
Public Diplomacy in Historical Perspective,” Public Relations Review  
33 (March 2007), pp. 21-30;
(*) Craig Whitlock, “U.S. Network Falters in Mideast Mission” Washington  
Post (June 23, 2008);
(June 24, 2008).

First Term Exam — Monday, September 20

C. The Military (September 22-27)

Reading:
Rosati and Scott pp. 158-193;
(+) Max Boot, “The Struggle to Transform the Military”;
(*) Dana Priest, “Pax Americana” in The Mission: Waging War and Keeping  
Peace With America’s Military (New York: W.W. Norton, 2003), pp. 11-19;
(*) Donald Drezdler, “Reconstructing the Interagency Process After Iraq 1,”  
Journal of Strategic Studies 28 (February 2005), pp. 3-30;
(*) P.W. Singer, “Outsourcing War,” Foreign Affairs 84 (March/April 2005),  
pp. 119-132;
(*) Mary Beth Ulrich and Martin Cook, “U.S. Civil-Military Relations since  
Ethics 5 (November 2006), pp. 161-182;
(+) Peter Feaver and Christopher Gelpi, “American Veterans in Government  
and the Use of Force”,
(+) Seymour Hersh, “The Last Stand”;
D. Intelligence (September 29-October 1)

Reading: Rosati and Scott, pp. 194-230;
(*) U.S. National Security Act of 1947;
(+) Paul Pillar, "Intelligence, Policy and the War in Iraq";
(*) Peter Baker, "Inside Obama’s War on Terror" New York Times Magazine (January 17, 2010)
(*) Amy Zegart, "An Empirical Analysis of the Failed Intelligence Reforms before September 11," Political Science Quarterly 121 (Spring 2006), pp. 33-60;
(*) John Gentry, "Intelligence Failure Reframed" Political Science Quarterly 123 (Summer 2008), pp. 247-270;

E. Other Governmental Agencies (October 4)

Reading: Rosati and Scott, pp. 231-258;
(+) Eli Lehrer, "The Homeland Security Bureaucracy";

6. Models of Decision-Making (October 6-13)

A. Models of Foreign Policy and the Cuban Missile Crisis (October 6)

Reading: Rosati and Scott, pp. 259-290;

B. Reactions to Allison and Modeling (October 8)

 (+) Steve Smith, "Policy References and Bureaucratic Position: The Case of the American Hostage Rescue Mission";

Fall Break – Monday, October 11—Begin reading Woodward

C. Other Explanations for Foreign Policy Behavior (October 13)

(*) Alexander George, Eric Stern, "Harnessing Conflict in Foreign Policymaking: From Devil’s Advocate to Multiple Advocacy" Presidential Studies Quarterly 32 (September 2002), pp. 484-509.

Second Term Exam — Friday, October 15
7. Policy-Making in Iraq (October 18-22)

A. Prelude to War (October 18)

Reading: Woodward 1-146.

Class will meet once at a Special Time this week to view “No End In Sight.”
One class session will be cancelled in conjunction with this showing.
(details announced in class)

B. Slam Dunk (October 20)

Reading: Woodward, pp. 147-304.

C. The “Unpredictable” Aftermath (October 22)

Reading: Woodward, pp. 305-491
Rosati and Scott, pp. 389-411.
(*) David Mitchell and Tessa George Massoud, “Anatomy of Failure: Bush’s
Decision-Making Process and the Iraq War” Foreign Policy Analysis 5
Republic (August 12, 2009), pp. 24-27.

8. The Congress (October 25-27)

Reading: Rosati and Scott, pp. 291-326;
(*) James Lindsay, “The Shifting Pendulum of Power: Executive-Legislative
Relations on American Foreign Policy”;
(*) Norman Ornstein and Thomas Mann, “When Congress Checks Out,”
Foreign Affairs 85 (November/December 2006), pp. 67-82.

Monday, October 25 – Simulation Writing Assignment due (4:30 p.m. in my office)

9. The Struggle Between Congress and the Executive Branch – The War Powers Act (October 29)

Reading: (*) “U.S. War Powers Resolution of 1973”;
(*) “U.S. Persian Gulf Resolution”;
(*) Louis Fisher, “Costly Presidential Wars”;
(*) Karl Schonberg, “Global Security and Legal Restraint: Reconsidering War
Powers After September 11” Political Science Quarterly 119 (Spring
2004), pp. 115-142.
(*) William Howell and Jon Pevehouse, “When Congress Stops Wars” Foreign
Affairs 86 (September/October 2007), pp. 95-107.

10. Private Groups (November 1)

Reading: Rosati and Scott, pp. 384-417;
(*) John Mearsheimer and Stephen Walt, “The Israel Lobby”;
(*) William Brenner, Patrick Hance and Walter Vanderbush, “Internecine Affairs
and U.S. Policy Toward Cuba”;
(*) Walt Vanderbush, “Exiles and the Marketing of U.S. Policy Toward Cuba
and Iraq” Foreign Policy Analysis 5 (July 2009), pp. 287-306;
73-92.
Monday, November 1 – Woodward Writing Assignment due (4:30 p.m. in my office)

11. The Media (November 3)

Reading: Rosati and Scott, pp. 418-450;

12. The Public, the Media and Foreign Policy (November 5)

Reading: Rosati and Scott, pp. 328-361;

13. Simulating the Policy Making Process (November 8-22)

Reading: None

*Thanksgiving Break – November 24-26*

14. Democracy and The American Foreign Policy Process (November 29-December 6)

A. Pluralism and Its Critics (November 29-December 1)

Reading: Rosati and Scott, pp. 452-471;
(*) Dwight Eisenhower, “Farewell Address”;
(*) Christopher Jones, “Roles, Politics and the Survival of the V-22 Osprey”.

B. Democracy and Popular Influences on Foreign Policy (December 3-6)

Reading: (*) John Mueller, “The Iraq Syndrome”;
(*) Miroslav Nincic, “External Affairs and the Electoral Connection”;

Simulation Reflection – Tuesday, December 7 (by 4:30 in my office)

Final Examination — Saturday, December 11, 12:00-3:00 p.m.

Don’t Throw Out This Syllabus — Recycle it Instead
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Kevin Keenan  Email: KeenanK@cofc.edu  Phone: 843-953-5679

Department or Program Name: Political Science  School name: Humanities and Social Sciences

Course Prefix, Number, and Title: POLI 305 Urbanization and Urban Geography

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

- New Course (attach syllabus)

CHANGE COURSE

- Change Number
- Change Title
- Change Credits/Contact hours
- Prerequisite Change
- Edit Description

DELETE COURSE

- Re-activate Course
- Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Not applicable.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Look to the joint form from Political Science.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture  3  Lab  Seminar  Ind. Study

B. Credit Hours  3

Is this course repeatable? ☐ yes ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

Urbanization and Urban Geography analyzes the process of urbanization and contemporary urban trends. Topics include the evolution of neighborhoods, social conflict over access to resources and the future of urbanism as a way of life. Students will explore the city through field trips and an analysis of a local issue.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 305
The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 200 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Paraphrase key urban concepts and planning theories;</td>
<td>The students are expected to keep a media journal in which they will capture their understanding of some of these concepts.</td>
</tr>
<tr>
<td>Generalize the relevance of these key concepts beyond the readings to the cities and sub-contexts in which we live and work every day. This means students should be able to identify contemporary examples in their own lives or in the news that illustrate the concepts.</td>
<td>This outcome is assessed primarily through class participation and student presentations.</td>
</tr>
<tr>
<td>Organize several key concepts into a larger theory that provides insight into some aspect of the social world (i.e., this is the purpose of the term paper);</td>
<td>The students have to write a final term paper in which they take key concepts from the class and arrange them into a theoretical statement of their own. The theoretical statement must help the student understand a contemporary issue in the Lowcountry.</td>
</tr>
<tr>
<td>Critically examine the literature to determine the point of view, biases, and values present in the work and the author's argument.</td>
<td>This objective is assessed through participation in class.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

- Demonstrate understanding of readings, analyze texts critically, effectively write papers (reinforced skill)
- Distinguish their own views from those of others and can defend their own perspective (reinforced skill)
- Apply theories and concepts to new situations (reinforced skill)
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

Major in Political Science
Minor in Political Science
Minor in Geography

Elective in URST.
Elective in Historic Preservation and Community Planning.
Elective in the Economics and Finance major

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   [Signature]
   Date: 11/3/2011

2. Signature of Academic Dean:
   [Signature]
   Date: 11/4/11

3. Signature of Provost:
   [Signature]
   Date: 11/10/11

4. Signature of Curriculum Committee Chair:
   [Signature]
   Date:

5. Signature of Faculty Senate Secretary:
   [Signature]
   Date:

Date Approved by Faculty Senate: __________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Course Description

Urbanization has been driven, to a large extent, by the economic systems that operate within and across societies. The urban spatial expressions of these economic systems have been shaped, however, by cultural ideas reflected through the discipline and practice of urban planning. Leaving in-depth analysis of economic systems to a course on economic geography, this class will examine how values and ideas—particularly about what constitutes the good life and appropriate ways to live—predominate among cultural narratives about the city as well as how these narratives in turn affect the landscape of the cities in which we live and work. Urbanization is conceptualized as a process in which urbanists—especially those who take up jobs within planning—are actively involved. This class examines the contradictions and unintended consequences of particular sets of values in planning — values that shape how planners do their work, the types of questions they ask, and the projects that they deem worthy to be planned. Amongst other things, the course will grapple with questions of order versus disorder in the city, heterogeneity versus homogeneity, openness versus closure, and individual freedom versus collective necessity. Because this course is offered in a Political Science Department, it will focus explicitly on how the urbanization process and the planning apparatus that manages it can be used to advance an emancipatory politics within cities.

Objectives

This course is geared towards upper-level undergraduate students. As such, it is "bifocused" in the levels at which students should evidence outcomes. First, this course seeks to ensure understanding (i.e., the 2nd level of learning) of key urban geographical and planning concepts, theories, languages, and principles. Students will be expected to construct meaning from instructional messages, including oral (i.e., presentations on the week's readings) and written communications (i.e., final term paper). Second, this course seeks to build students' analysis skills, meaning that ample opportunity is provided for students to break down the concepts and theories found in the readings into their
constituent parts and determine how these parts relate to one another and to an overall structure or purpose. The overall structure or purpose, in this case, is articulating how values people hold about social organization and the ‘good life’ shaped (or failed to shape) cities and the contexts within which people operate who live in those cities. Specifically, students successfully completing this class should be able to:

- **Paraphrase** key urban concepts and planning theories;
- **Generalize** the relevance of these key concepts beyond the readings to the cities and sub-contexts in which we live and work every day. This means students should be able to identify contemporary examples in their own lives or in the news that illustrate the concepts;
- **Organize** several key concepts into a larger theory that provides insight into some aspect of the social world (i.e., this is the purpose of the term paper);
- **Critically examine** the literature to determine the point of view, biases, and values present in the work and the author’s argument.

**Course Philosophy**

This course conceptualizes the student as an active learner in the attainment of knowledge, while the instructor is conceptualized as a guide and facilitator who will give the student extensive feedback as he or she embarks on the learning process. As such, the course is structured to provide ample opportunities for active learning and student initiation and leadership of the learning process. To facilitate the achievement of these goals, learning, assessment, and instruction are delivered in three ways:

(1) **Student engagement with the course texts through reading and presentations.** Reading is fundamental to the learning process, and it is expected that the bulk of the student’s learning will be achieved via his or her careful and independent reading. The class time will provide an opportunity to reinforce the concepts in the readings and clarify points of confusion. The presentations require students to focus on a particular reading, synthesize the material, and to parsimoniously communicate the knowledge obtained. The questioning component of the presentation develops students’ critical analysis and evaluation skills. Further, the reading journal requires that the student capture his or her thinking vis-à-vis the text as he or she is in the process of reading.

(2) **Writing**—Writing is integral to this class, and it is fundamental to your academic and professional success. Research also shows that students remember more about a topic when they write about it. Nearly all assignments and assessments in this class will require you to write.

(3) **Discussion**—Willingness to speak up with valuable contributions and organized thoughts is also fundamental to your academic and professional success. This class provides an opportunity for you to engage with your peers and communicate ideas, all the while practicing for life outside of college.
Course Texts

There are three required books for this course, all of which are available in the college bookstore.


There are two recommended books for this class, also available at the college bookstore:


Note: I will place copies of these books on reserve at the library for those of you don’t wish to purchase them. You will have a two hour limit to use the books in the library (you can’t take them home).

There will also be many readings posted on the class WebCT site.

Course Overview

24 August: Introductions
26, 31 August: Thinking about the City
2, 7 September: Early Values and Urban Form
9, 14, 16, 21, 23, September: Modernism and its critique
*9/28 Presentation* on urban planning by Jim Wood, Director of Planning for the City of North Myrtle Beach
30 September; 5, 7, 14 October: Postmodernism – Economy
*1 October (Friday): Field trip to I'on village, Daniel Island, and other new communities in the Lowcountry

*14 October (Thursday): Presentation on the South Carolina Ports Authority by Byron Miller, Director of Public Relations and Marketing

19, 21, 26, 28 October; 2, 4, 9 November: Postmodernism ~ Recognition of difference

*29 October (Friday): Field trip to the South Carolina Ports Authority

*30 October (Saturday): Submit the paper topic and research question to me via email by noon.

*4 November (Thursday): Visiting lecturer Deborah Martin

*4 November (Thursday): Extra credit opportunity: Geography and Law Lecture by Deborah Martin. 3:30 p.m. in the Stern Center Ballroom.

11, 16, 18, 23, 30 November: The Future

*24 November: Submit revised question, followed by first attempt at the thesis statement and map to the paper. Include at least 5 references from the course that you will use in your paper, and 2 references on your topic.

2 December: Conclusions and course evaluations

Assignments & Evaluation

In-class participation – The in-class participation grade will be determined by your attendance at each class, your engagement during the class discussions, and your responses to questions and other students’ comments. The quality of your contributions as well as the quantity will be used to assess your grade. Lateness—both at the beginning of the course and after the break—as well as early departures, will adversely affect the grade. The participation grade will also be determined by your willingness to speak up and share thoughts, questions, and concerns during the course. In-class participation counts as 15% of your grade. See Rubric #1: “Evaluating Students’ In-class participation” for the specific guidelines that I will use to evaluate your participation.

Presentations and writing on the week’s readings – You are required to read all readings throughout the semester, but you will be responsible for co-presenting (with another student) twice during the semester on the assigned readings for a class session. You have freedom to organize your presentation as you wish, but you must tie it closely to the class readings and strive to creatively engage the topic with your classmates and me. You will earn 7 points of extra credit on your presentation if you meet with your co-presenter, discuss the approach to your presentation, and then meet with me to discuss your presentation before you actually do it. After the presentations, you are required to submit a 3 page reaction paper within one week. The reaction paper can summarize your general impressions of the reading, your thoughts about the relevance of
the topic, or a critical analysis of a single topic or concept. The presentations and papers will count towards 15% of your grade each time you present, for a total of 30% of the overall grade. The reaction papers must be submitted to my email box (KeenanK@cofc.edu) as an MS Word document by noon 7 days after you have completed the in class presentation. See Rubric #2: “Evaluating Student Presentations and Reaction Papers” for the specific guidelines that I will use to evaluate your work.

Reading Journal – You are required to keep a handwritten journal over the course of the semester in a bound notebook. The reading journal is your opportunity to not only summarize, but also to analyze and reflect upon the readings and the class discussion. Your reading journal should include a summary of at least one paragraph for each article/chapter you’ve read, a review of your impressions of the readings, and any critical questions you may have. You can also include reflections about class discussions in your journal, which will remain private (between you and me). I will collect the journals periodically over the course of the semester. DO NOT WAIT UNTIL THE JOURNAL IS REQUESTED TO WRITE IN IT. It will be evident, and your grade will decline. Your journal will be worth 25% of your grade. You will receive a grade each time I collect it, and the final grade will be calculated by averaging each one. See Rubric #3 “Evaluating the Reading Journal” for the specific guidelines that I will use to evaluate your work.

Final term paper – You are required to write a 10 to 15 page final term paper that accomplishes two goals: (1) a critical synthesis of the semester’s readings and class discussions; and (2) application of the knowledge you’ve gained over the course of the semester to either an historical or contemporary urban issue within the State of South Carolina, preferably in the Lowcountry area. It is expected that you will do additional research on the specific topic or issue that you are analyzing (meaning that I expect to see references from outside of the course, such as newspaper articles, books, web sites, public reports or documents, or other sources). This paper should not be less than 10 pages or more than 15 pages (excluding references and notes). It should be typed, double spaced, 12 point, Times New Roman font. Please use Microsoft Word. The final research paper will count towards 30% of your grade. The paper is due by 5:00 p.m. on Thursday, 9 December in my email box KeenanK@cofc.edu. Email attachments arriving with an email time stamp of 5:01 p.m. or later on the 9th will be considered late. Late papers will lose 6 points (out of 100) each day that they are late. See Rubric #4: “Evaluating the Final Paper” for the specific guidelines that I will use to evaluate your work.

Your final grade for the course will be calculated using the following grade distribution (percentage of total score of all assignments).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.5 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 87.4</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.4</td>
</tr>
<tr>
<td>C+</td>
<td>77.5 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>72.5 – 77.4</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72.4</td>
</tr>
<tr>
<td>D+</td>
<td>67.5 – 69.9</td>
</tr>
<tr>
<td>D</td>
<td>62.5 – 67.4</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62.4</td>
</tr>
<tr>
<td>F</td>
<td>0.0 – 59.9</td>
</tr>
</tbody>
</table>
General Policies and Procedures

- **Statement on Academic Integrity:** The College of Charleston regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the Student Honor Code and the Code of Conduct. The College will pursue cases of academic dishonesty.

  Complete information about the College of Charleston’s academic integrity policies is available through the Office of Student Services. Please see the following document, available online:
  
  http://studentaffairs.cofc.edu/general_info/honor_system/index.html.

- **Student Email:** Students are required to have a College of Charleston email account and to check it at least once per day. All notices regarding the course will be sent to the College of Charleston account.

- **Faculty Email:** The professor uses KeenanK@cofc.edu and will check it at least once per day. Immediate responses via email should not be expected, but can generally be expected within a 24-hour period.

- **Cell phones and pagers** may be left on, but they must be turned to silent mode.

- **Texting in class** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Chatting online, or checking facebook** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Special needs or concerns:** Any students who have special learning needs or concerns are urged to speak with me during the first week of the semester if accommodations are needed. The Center for Disability Services provides a comprehensive list of accessibility resources available at the College on the following website: http://spinner.cofc.edu/~cds.

- **Mutual respect for differing questions and ideas:** The College is a place for open inquiry and exchange of ideas. All members of the College should treat all other
members of the College and members of society with mutual respect and appreciation.

Course Schedule and Assigned Readings

Part 1: Introduction: Thinking about the City

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 8/24 Intro.</td>
<td>Introductions; Syllabus overview</td>
<td></td>
</tr>
</tbody>
</table>
| R 8/26 Defining and considering Utopia and Planning | • Thomas More’s “Utopia” *(WebCT)*  
• Friedman “The good city” *(WebCT)* |
| T 8/31 Contemporary thoughts on utopian thinking | • Mollenkopf, “How to Study Urban Political Power” *(WebCT)*  
• Lees, “Urban (Re)Visions” Chp 1, pp. 3-20. |

Part IIa: Early Values and Urban Form

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments &amp; Notes</th>
</tr>
</thead>
</table>
| R 9/2 Early utopian thinking / examples of planning and reflections | • Engels, “The Great Towns” *(WebCT)*  
• Fishman, “Urban Utopias” in RPT, pp. 21-60 |
| T 9/7 Early utopian thinking / examples of planning and reflections (continued) | • Excerpts of F.L. Olmsted, E. Howard, LeCorbusier, F.L. Wright, pp. 302-330 in R. Legates and F.Stoute, 2003 The City Reader; plus more Corbusier (The Radiant City) *(WebCT)* |

Part IIb: Modernism and its critique

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments &amp; Notes</th>
</tr>
</thead>
</table>
| R 9/9 Modernism | • Sandercock, “Towards Cosmopolis” in RPT  
• Scott, “Authoritarian High Modernism” in RPT |
<p>| T 9/14 Critique of Modernist Planning (Jane Jacobs) | • Jacobs, chs. 1,2,5 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 9/16</td>
<td>Jacobs, followers and critics</td>
<td>- Jacobs, chs. 6 &amp; 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mumford, &quot;Neighborhood and Neighborhood Unit&quot; in <em>Urban Prospect</em>, pp. 56-78 (<em>WebCT</em>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Dunbar pp. 3-14 (<em>WebCT</em>)</td>
</tr>
<tr>
<td>T 9/21</td>
<td>Jacobs, followers and critics (continued)</td>
<td>- Jacobs chs. 16, 21, 22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mumford pp. 182-207 (<em>WebCT</em>)</td>
</tr>
<tr>
<td>R 9/23</td>
<td>New Urbanism</td>
<td>- Kelbaugh, &quot;The New Urbanism&quot; in RUT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Burns et al., &quot;Urban or Suburban&quot; in RUT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Calthorpe or Duany Plater-Zyberk (<em>WebCT</em>)</td>
</tr>
<tr>
<td>*T 9/28</td>
<td>Presentation on Urban Planning by Jim Wood, Director of Planning for the City of North Myrtle Beach</td>
<td></td>
</tr>
</tbody>
</table>

**Part IIIa: Postmodernism — Economy**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 9/30</td>
<td>The Political Economy of Place</td>
<td>- Logan and Molotch &quot;City as Growth Machine&quot; in RUT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Smith, &quot;After Tompkins Square Park&quot; (<em>WebCT</em>)</td>
</tr>
<tr>
<td>*F 10/1</td>
<td>Field trip to I'on village, Daniel Island, and other new communities in the Lowcountry</td>
<td></td>
</tr>
<tr>
<td>T 10/5</td>
<td>Disney, Consumerism and Exclusion</td>
<td>- Sorkin, <em>Intro and See you in Disneyland</em>, pp. xi-xv, 205-232</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Benton, 1995, &quot;Real/Reel Los Angeles&quot; (<em>WebCT</em>)</td>
</tr>
<tr>
<td>R 10/7</td>
<td>Economic Implications</td>
<td>- Fogleson &quot;Planning the Capitalist City&quot; in <em>RPT</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Krumholz &quot;Equitable Approaches to Local Economic Development&quot; in <em>RPT</em></td>
</tr>
<tr>
<td>*R 10/14</td>
<td>Presentation on the South Carolina Ports Authority by Byron Miller, Director of Public Relations</td>
<td></td>
</tr>
</tbody>
</table>
Part IIIb: Postmodernism – Recognition of Difference

T 10/19 Postmodernism and Difference
- Pratt, “Grids of Difference: Place and Identity Formation” (WebCT)
- Davidoff, “Advocacy and Pluralism in Planning” in RPT

R 10/21 Gentrification, Exclusion, and contemporary city making
- Boyer “Cities for Sale” in Sorkin
- Sorkin “Inside Expolis” in Sorkin

T 10/26 Gender
- Kern, “Gendering Reurbanization” (WebCT)
- Hayden, “Nurturing: Home, Mom, and Apple Pie” in RPT

R 10/28 Queer cities; Queer geographies
- Chauncey, “Building Gay Neighborhoods” (WebCT)
- Brown “Sites of Public (Homo)Sex” in Lees

*F 10/29 Field trip to the South Carolina Ports Authority

*S 10/30 Submit the paper topic and research question for your final term paper to me for approval by noon.

T 11/2 Race
- Fainstein, “Discourses about African Americans” in RUT
- Massey and Denton, “The Continuing Causes of Segregation” (WebCT)

*R 11/4 The role of the law
- Martin et al., “Making Law, Making Place” (WebCT)

*R 11/4 Extra credit opportunity: Geography and Law Lecture by Deborah Martin. 3:30 p.m. in the Stern Center Ballroom.

T 11/9 Emancipation and for Whom?
- Gleeson “Justice and the Disabling City” (WebCT)
- Urry, “Connections” (WebCT)
- Robinson, pp. 161-77 in Lees
Part IV – The Future

R 11/11 Environment 1

- Cronon, "Nature's Metropolis"
- Gandy, "Water, Modernity, and Emanicipatory Urbanism" in Lees

T 11/16 Environment 2

- Sachs, "Virtual Ecology" in RUT
- Williamson et al., "The Challenge of Sprawl" (WebCT)

T 11/18 Remembering the past

- Mabin, "Varied legacies of Modernism in Urban Planning" (WebCT)
- Pile, "Ghosts and the City of Hope"

R 11/23 Utopia vs. Rights and Struggle

- Amin and Thrift, "The 'Emancipatory' City?" in Lees
- Harvey, "The Right to the City" in Lees

*W 11/24

- Include at least 5 references from the course that you will use in your paper, and 2 references on your topic.

T 11/30 Open

R 12/2 Conclusion & evaluations
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Kevin Keenan    Email: KeenanK@cofc.edu    Phone: 843-953-5679

Department or Program Name: Political Science    School name: Humanities and Social Sciences

Course Prefix, Number, and Title: POLI 306 Urban Policy

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

- [x] New Course (attach syllabus)

CHANGE COURSE

- [x] Change Number
- [ ] Change Title
- [ ] Change Credits/Contact hours
- [ ] Prerequisite Change
- [ ] Edit Description

DELETE COURSE

- [ ] Re-activate Course
- [ ] Delete Course

- [ ] Approve for Cross-listing (attach rationale and written permission from relevant department)

- [ ] Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Not applicable.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

  a) [x] Yes    [ ] No

  b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Look to the joint form from Political Science.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

- [x] 3

Is this course repeatable? [ ] yes    [x] no

If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

Urban Policy examines the urban service system and policy formulation and implementation processes. The potential implications of policy on people in their everyday lives are assessed using a critical perspective. Specific urban issues, including urban restructuring, crime and terrorism, education, housing, economic development, and sustainability are examined.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 306

The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 2 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Outline the foundational process of forming urban policy.</td>
<td>This is assessed through a final examination essay question.</td>
</tr>
<tr>
<td>Identify and explain principles that can be used to critique urban policies.</td>
<td>This is assessed through meta-message sheets (a summary of core arguments and principles that students are required to create), a media presentation in which they define a concept and apply it to a contemporary issue, and a final examination.</td>
</tr>
<tr>
<td>Discuss the major issues that have dominated urban policy for the past 50 years.</td>
<td>This outcome is assessed through a final essay examination, as well as through in-class participation.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

- Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces (reinforced skill)
- Demonstrate understanding of readings, analyze texts critically, effectively write papers (reinforced skill)
- Distinguish their own views from those of others and can defend their own perspective (introduced skill)
- Apply theories and concepts to new situations (reinforced skill)

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that
include the course; if **adding/changing a course**—explain any overlap with existing courses in the same or different departments.

Major in Political Science  
Minor in Political Science  
Elective in Urban Studies  
Elective in Crime, Law, and Society

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   
   Date: 11/3/2011

2. Signature of Academic Dean:

   
   Date: 11/4/11

3. Signature of Provost:

   
   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   
   Date: 

5. Signature of Faculty Senate Secretary:

   
   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Course Description

This course provides students with an introduction to the urban policy process, a critical assessment of that process, and a survey of the major urban issues that policy is currently and has historically been developed around. As an introduction to urban policy, the course focuses on how policies that are designed for and which affect U.S. cities and the people who live in them come about, who makes these policies, and what they ultimately mean for people in their everyday lives. While this course focuses on urban policy, many of the principles are applicable to any government body crafting policy, including those in suburban and rural areas. The issues—at their broadest articulation—are also applicable in nonurban areas, but their contexts, resources, and conditions will be different. As a critical interrogation, students will study the major policy areas that have dominated governmental agendas for the past 50 years: urban restructuring, housing, crime and (most recently) terrorism, education, and economic development. Through this review of major policy areas, students will learn that policy is never a simple endeavor and that straightforward formulations often have quite unintended (and sometimes nefariously intended) consequences.

Objectives

This course is designed for upper-level undergraduates. As such, the course emphasizes synthesis and evaluation skills. Synthesis means that students will be expected to hone their ability to summarize principles (not data or statistics) and concepts found in the readings and link them together to form a new piece of useful knowledge. Evaluation means that students will be expected to practice and hone their ability to break down arguments, concepts, and most importantly policies and their outcomes into the constituent parts. Students will then practice offering informed judgments about these parts, and the whole that they ultimately form as policy and as real-world affect on people’s lives. Specifically, students successfully completing this class will be able to:

- **Outline** the foundational process of forming urban policy.
- Identify and explain principles that can be used to critique urban policies.
- Discuss the major issues that have dominated urban policy for the past 50 years.

Course Philosophy

There are a couple of philosophies that underpin this course. First, the course is designed to encourage students to think about policy holistically, and to reflect on possible outcomes in both the here-and-now and in the abstract and hypothetical. Practically, this philosophy means two things for the student: (1) students will be expected to think carefully at home about readings and the principles that the readings contain. Assessments will be designed to ensure this occurs; students will craft summaries and find ways to illustrate concepts with items from the real world. There will be only one in class (final) exam; (2) The class will not read many explicit policy documents, but rather will read assessments and evaluations of those policies once they are in operation. The second philosophy that underpins this class posits the upper-level undergraduate student as in the process of completing the highest levels of their education and honing the associated skills. This means that writing and discussion are emphasized.

Course Texts

There are two main texts for this course, both of which are available in the campus bookstore.


Additional readings will be posted on OAKS.

Course Overview

11, 13 January: Introductions; syllabus review
18, 20 January: What is urban policy I?
25, 27 January: What is urban policy II?
1, 3 February: Urban restructuring I
8, 10 February: Urban restructuring II
15, 17 February: Housing: Community Development
22, 24 February: Housing: Gentrification
1, 3 March: Crime  
8, 10 March: No class; Spring break  
15, 17 March: Terrorism  
22, 24, 28, 29 March: Education  
5, 7 April: Economic Development  
12, 14 April: No class; Keenan at AAG  
19 April: Struggling with the Creative Class  
21 April: Review and evaluations  
***28 April: Final examination

Assignments & Evaluation

Final Examination: Examinations are just one way of giving you and me feedback on how well the learning is going. There will be one in class final examination in this course. The exam will be essay based. The exam will be given on Thursday, 28 April from 12:00 p.m. to 3:00 p.m. The examination will count towards 35% of your grade.

NOTE: There will be no make-up final exams, nor will any incompletes be issued for this course. If you miss the final exam, you must provide a documented reason for your absence within 2 business days of the exam date. With a sufficient, documented reason for absence, you will be excused from the final exam. Absence memos are insufficient justification for missing the final exam. You must provide, directly to me, a verifiable doctor’s note that explains your illness and why it prevented you from taking the final exam. The only other exception that will be acceptable for missing the final examination is the documented death of a family member or friend. Documentation must be provided within two business days of the exam. Further, the final exam will begin precisely at 12:00 noon; students arriving late to the exam will not receive extra time.

Presentations on selected readings – You are required to read all readings throughout the semester, but approximately every other class you will be responsible for presenting one reading. Presentations should reflect serious engagement with the reading. Students should be prepared to give a general, 5 minute overview of the assigned reading, and provide a 1 page handout that includes a summary of the overall message of the reading, the key points and principles in the reading, and several questions for discussion. The questions can ask for clarification on a particular point, may draw comparisons between readings, or may simply present points for general discussion. You must send me your presentation handout via email by 5:00 p.m. the day before the class so that I might read it and give you feedback. This process will help you improve your writing and synthesis
skills. The presentations will count towards **30% of your grade**. See Rubric #1: “Evaluating Presentations on the Readings” for the specific guidelines that I will use to evaluate your work.

**SPECIAL NOTE:** Failure to conduct your presentation on the date scheduled will result in a zero for that presentation. Your final grade on the presentations will be an average of all of your scheduled presentations. No make-ups will be issued.

**In-class participation:** The in-class participation grade will be determined by your attendance at each class, your engagement during the lectures, and your responses to questions and other students' comments. Sleeping or putting one's head down during the course will adversely affect the grade. Lateness—both at the beginning of the course and after the break—as well as early departures, will adversely affect the grade. The participation grade will also be determined by your willingness to speak up and share thoughts, questions, and concerns during the course and to connect constructively with the contributions of your classmates. In class participation counts as **15% of your grade**. See Rubric #2: “Evaluating In-class Participation” for the specific guidelines that I will use to evaluate your work.

**Concept / Media presentations:** To connect course material with the world beyond the classroom, another component of the course is finding and discussing news or other real-world items that illustrate concepts, ideas, or issues from the assigned reading. Each class session, at least one student who is not presenting on the readings will be asked to find a media piece, to be prepared to share it with the class on the date of the presentation, and to provide an overview in class of the concept that the media piece illustrates and how the piece does so. You are required to submit a short, two paragraph explanation of the connections that you see to me by noon the day before your presentation. Your final media presentation grade will count towards **20% of your grade**. See Rubric #3: “Evaluating student concept / media presentations” for the specific guidelines that I will use to evaluate your work.

**SPECIAL NOTE:** Failure to conduct your presentation on the date scheduled will result in a zero for that presentation. Your final grade on the media presentations will be an average of all of your scheduled presentations. No make-ups will be issued.

**General Policies and Procedures**

- **Statement on Academic Integrity:** The College of Charleston regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses
against the values of intellectual honesty. The College is committed to enforcing the Student Honor Code and the Code of Conduct. The College will pursue cases of academic dishonesty.

Complete information about the College of Charleston's academic integrity policies is available through the Office of Student Services. Please see the following document, available online: http://studentaffairs.cofc.edu/general_info/honor_system/index.html.

- **Student Email:** Students are required to have a College of Charleston email account and to check it at least once per day. All notices regarding the course will be sent to the College of Charleston account.

- **Faculty Email:** The professor uses KeenanK@cofc.edu and will check it at least once per day during the week. Immediate responses via email should not be expected, but can generally be expected within a 24-hour period.

- **Cell phones and pagers** may be left on, but they must be turned to silent mode.

- **Texting in class** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Chatting online, or checking facebook** while the class is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Special needs or concerns:** Any students who have special learning needs or concerns are urged to speak with me during the first week of the semester if accommodations are needed. The Center for Disability Services provides a comprehensive list of accessibility resources available at the College on the following website: http://spinner.cofc.edu/~cds.

- **Mutual respect for differing questions and ideas:** The College is a place for open inquiry and exchange of ideas. All members of the College should treat all other members of the College and members of society with mutual respect and appreciation.
Course Schedule and Assigned Readings
All selections are presented in the order in which you should read them.

Part 1: What is Urban Policy

18 January (Tuesday): Defining urban policy; understanding the lineage
Cochrane, Chapters 1 “What is urban policy?” and 2 “Exploring the Roots: Race, Disorder, and Poverty”

20 January (Thursday): Understanding the lineage (cont’d); Policy formation process

25 January (Tuesday): Urban policy as Management
Cochrane, Chapter 3 “Managerialism and the City”

27 January (Thursday): Urban policy as economy
Part II: Urban Restructuring as Driver of Urban Policy

1 February (Tuesday): Changing urban landscapes
Fallows, J. “America’s Changing Economic Landscape” from The Atlantic.

3 February (Thursday): Federal stimulus to urban deconcentration

8 February (Tuesday): Economic stimuli to restructuring

10 February (Thursday): Thinking critically about urban restructuring

Part III: Predominant Urban Policy Areas in the last 50 years

15 February (Tuesday): Housing: Community Development – What is Community?
Cochrane, Chapter 4 “The Meaning(s) of Community”
17 February (Thursday): Housing: Community Development – What affects community?

22 February (Tuesday): Housing: Gentrification – Economy as cause

24 February (Thursday): Housing: Gentrification – The state as cause

1 March (Tuesday): Crime: Broken Windows
Cochrane, Chapter 5. “Managing Disorderly Places”

3 March (Thursday): Crime: Critiquing Broken Windows

March 8, 10 no classes; spring break

15 March (Tuesday): Terrorism
17 March (Thursday): Terrorism: Thinking critically

22 March (Tuesday): Education 1
Kozol: Chapters 1 through 8.

24 March: (Thursday): Education I
Kozol: Chapters 9 through 12.

29 March (Tuesday): Education II

31 March (Thursday): Education 111 ~ Charter Schools

5 April (Tuesday): Economic Development I

7 April (Thursday): Economic Development II
Cochrane, Chapter 6 “Competitiveness, the Market and Urban Entrepreneurialism.”

12 April and 14 April: No class; Keenan at the AAG

19 April (Tuesday): Struggling with the Creative Class

Florida, R. Cities and the creative class. Chapters 1 ("Introduction") and 2 ("Cities and the creative class")


21 April (Thursday): Review and evaluations
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Curtis  Email: curtise@cofc.edu  Phone: 3-6510

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 307 Environmental Policy

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New Course (attach syllabus)</td>
<td>□ Change Number</td>
<td>□ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Title</td>
<td>□ Delete Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

□ Approve for Cross-listing (attach rationale and written permission from relevant department)

□ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) □ Yes  □ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science
ENVT

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>A. Contact Hours</th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? □ yes □ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course is intended to familiarize students with various ethical frameworks, analytical tools and policy instruments that can be used to evaluate environmental problems and policy options. Specific issues may include citizen participation, environmental equity, the uses and abuses of cost-benefit analysis, science and uncertainty in environmental policy development and the use of regulatory requirements vs. market mechanisms for environmental protection.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 307

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of systems, processes, and institutions involved in environmental policy making.</td>
<td>Exams, projects</td>
</tr>
<tr>
<td>2. Demonstrate critical analysis skills</td>
<td>Projects, debates</td>
</tr>
<tr>
<td>3. Critically investigate environmental problems and issues</td>
<td>Debates, projects, exams, class discussion</td>
</tr>
<tr>
<td>4. Demonstrate knowledge of research process</td>
<td>Research paper</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Understand the nature of political processes and institutions
3. Demonstrate understanding of readings, analyze texts critically, effectively write papers
4. Apply theories and concepts to new situations
5. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   

   Date: 11/3/2011

2. Signature of Academic Dean:

   

   Date: 11/4/11

3. Signature of Provost:

   

   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   

   Date:

5. Signature of Faculty Senate Secretary:

   

   Date:

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Environmental Policy
Political Science 307
College of Charleston
Fall 2010

Day/Time: MWF 11-11:50
Location: MYBK 111
Course Website: www.astepback.com/EP

Instructor: P. Brian Fisher
Email Address: fisherb@cofc.edu
Office: 114 Wentworth, #106
Office Hours: MW: 2-4, or by appt.

Course Background

This course will examine environmental problems from a policy perspective. The course will focus on domestic environmental issues with an emphasis on local problems. We will examine, analyze, and actively participate in exploring the policy process trajectory from individual environmental values to policy implementation. That is, we will examine how values influence environmental policy, and vice versa, how policy in its myriad forms, regulation, taxing, law, incentives—fluence values. The course will focus on what constitutes effective environmental policy, how we achieve it to protect the environment. This investigation will be conducted through a hands-on project focusing on food, which will become the platform for policy analysis. Topics for discussion and debate within class will include the policy implications of environmental degradation; specifically on energy, natural resources, air and water pollution, food and GMOs, climate, hazardous waste, public lands, environmental injustice.

Course Format

The course will be consist of four components:

I. Orientation to Environmental Policy and Politics: We will evaluate environmental values, what they are, how others have cultivated them, and where we personally stand in discussing the politics of environmental policy. This orientation will also include a historical overview of both environmental problems (how we got here), and environmental policy.

II. Food Project: The class will develop an environmental survey, with a focus on food, on attitudes and perceptions of environmental protection and food. Students will collect data from a minimum of ten (10) respondents. They will then collate the data into a report with general conclusions. In the second step, students will evaluate the food they consume in comparison with their survey data. The final step will be an analysis of their food report and survey data in light of current environmental and food policy in the US.

III. Environmental Policy Actors and Environmental Policy Analysis: This section of
the course will review US environmentalism, the policy actors and institutions as part of the environmental policy-making process. This section represents the toolkit for understanding policy of environmental issues, and for developing an analytical framework for evaluating environmental problems.

IV. Environmental Issues and Cases: In this section, the class will examine various environmental topics that center on US policy debates. The topics will be regulatory economics, command and control governmental regulation, air and water pollution, hazardous waste, food, energy, climate change and use of public lands. These various topics will highlight the central debates and the role (success and limitations) of policy in protecting the environment. In each case, we will examine the background of the problem, the players, the debate, the policy outcome, followed by questions to consider for future policy.

Course Goals and Learning Outcomes

In light of the course format, the goals and objectives of this course are to:

1. To engage the topical area of “food” as a course theme to exemplify the problems and obstacles to generating environmental and food policy in the US.
2. To develop a full research project on food (in steps) so that students can learn fundamentals about research design, data acquisition, and writing up a policy report (with recommendations).
3. Engage the mind and spirit on environmental issues and problems, particularly within the Charleston community. To critically investigate (and implement) values that underpins “good” and effective environmental policy.
4. To address this engagement critically both through experiential exercises, class debate and through classroom work (e.g. debate paper, food project, classroom discussion, and exams).
5. Toward these ends, to enhance analytical capacity and critical thinking as a core emphasis of the course.
6. To apply fundamental theories and concepts to practical environmental problems, while engaging those issues on a scholarly and pragmatic level.
7. To build knowledge of systems, processes, and institutions involved in environmental policy making.

CofC Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.
Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.ccfo.edu/honor-system/studenthandbook/index.php.

Course Materials

Required Books

4.  Various Articles (linked on website)

Recommended Books


Course Assignments

All students are responsible for visiting the “course schedule” section of the course website on a regular basis. The attached reading list provides a general guide to the course readings; however, the actual assignment list and regular updates will be posted on the course website.

The class webpage will retain all required information for use throughout the course, including required readings (including links to those readings), assignment prompts, course policies, and web links for facilitating in class discussion.
Assessment

Grading

The following weight will be given to coursework in the determination of final grades:

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Project Part I: Env Values</td>
<td>10%</td>
</tr>
<tr>
<td>Project Part II: Food Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Project Part III: Policy Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Debate &amp; Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>5%</td>
</tr>
</tbody>
</table>

Grading Scale: A 94-100; A- 90-93; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D 65-69; F < 65

Late Policy: For each day (24hrs) that an assignment is late you will incur a 10% penalty. This can be used to your strategic advantage, as it provides the opportunity to improve the work product by more than the 10% you would lose.

Exams

Each exam will consist of a mixture of multiple choice, short answer, and essay question(s). You will be graded on practical knowledge, analytical ability, and clarity of thought.

Debates

1. There will be 6-7 class debates. Every class member will participate once.
2. Although the general subject matter of each debate is given from the Taking Sides text (as an "Issue"), it is incumbent upon each group to decide 2-3 contentious points or issues appropriate for debate. These issues should be agreed upon between each side and should highlight the key tension points of the subject matter.
3. The teams will be broken up into 2 members on each side (so 4 for each debate).
4. The substantive information for the debate should start with the debate highlighted in the Taking Sides text, and supplemented with outside research.
5. The format will be an opening statement, arguments, and closing statement for each side. Each issue will comprise the argument section, allowing for an introduction of the issue, accompanied by a short rebuttal by the opposing side on that issue. This format will be followed for the 2-3 issues. See website.

5. Your grade will be based upon:
   i) Structure: the overall structure of the debate (setup and issues chosen by group)
   ii) Research: the research and information brought to support your arguments
   iii) Presentation: how well you argued your points and rebutted your opposition
   iv) Winner: The rest of the class will serve as jury, and the winning team (as decided by the class) will automatically receive a half letter grade boost. So, the highest grade that members of the losing team can receive is an A-.
Debate Paper

1. Each individual participating in his or her respective debate must turn in a 2-page (single-spaced) paper on the debate. The paper will be due the class AFTER the debate.
2. You can choose to outline the entire debate by focusing on each issue or just focus on your own issue.
3. You should include both sides of the argument by anticipating the other side’s argument for the issues, providing a robust discussion of the debate.
4. Your paper should include:
   i) Highlight key tensions: that is, why this is a critical debate for global politics.
   ii) Analysis of Issues: generate a robust discussion of the issues surrounding the debate, providing evidence to support the arguments. Be persuasive.
   iii) Conclude: Reach a conclusion on each issue, and supply an overall conclusion (you don’t have to side with your debate position, just explain your rationale).

Expectations

1. attend class
2. respect the honor code
3. respect each other
4. respect the environment
5. respect my patience with excuses and the trivial
6. focus on learning and the process more than grades
7. engage your imagination and creativity more than memorization
8. engage the spirit of each exercise in addition to its analytic value
9. open your mind, think, evaluate and take some form of action
10. experience.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: [Redacted]  Email: [Redacted]  Phone: 3 6570

Department or Program Name: POLI  School name: HHS

Course Prefix, Number, and Title: POLI 308  Education Policy

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

X New Course (attach syllabus)

CHANGE COURSE

☐ Change Number  ☐ Re-activate Course
☐ Change Title  ☐ Delete Course
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered:

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes  x No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science Major & Minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours  Lecture  Lab  Seminar  Ind. Study

2.5

B. Credit Hours  3 hours

Is this course repeatable? ☐ yes  x no  If so, how many credit hours may the student earn in this course? 3
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course is designed to introduce students to the major federal policy decisions—represented in judicial decisions and federal laws and statutes, 1954 to the present—that serve as principal guidelines for the organization and administration of American public schools. Particular attention will be paid to the impact of these federal policies on the governance, implementation and outcomes of public education at the state and local levels. Issues of access, accountability, delivery systems, funding and quality will be explored. The actors, institutions, processes and influences that help to inform these policy decisions will be explored.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym and course number is a part of a department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 2 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Ability to conduct quantitative and qualitative public policy research on the relationship between federal policy and local institutional organization in fostering student achievement.</td>
<td>Student will select a specific research topic for investigation. Must demonstrate ability to read, understand and analyze key federal decisions regarding educational outcomes. Be able to draw conclusions about the effect of federal laws on local educational structures, policies and evaluation mechanisms.</td>
</tr>
<tr>
<td>2. Clearly understand and be able to articulate impact of federal policies on local expectations regarding student achievement.</td>
<td>Demonstrated ability to understand, explain and illustrate the intersection of federal educational goals and local educational policy, delivery models and measurements of student achievement.</td>
</tr>
<tr>
<td>3. Draw valid conclusions about the impact of federal</td>
<td>Utilize research results to draw and describe</td>
</tr>
</tbody>
</table>
policy decisions on local policymaking.

conclusions regarding the impact of federal policies on local student achievement outcomes. Make recommendations for changes in federal policies, if indicated and be able to substantiate conclusions.

4.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate understanding of readings, analyze texts critically, effectively write papers
2. Distinguish their views from those of others and can defend their own perspective.
3. Apply theories and concepts to new situations.
4. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces.
5. Demonstrate mastery of the independent research process.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

![Signature]

Date: 11/3/2011

2. Signature of Academic Dean:
3. Signature of Provost: __________________________ Date: 11/11/11

4. Signature of Curriculum Committee Chair: __________________________ Date: 11/10/11

5. Signature of Faculty Senate Secretary: __________________________ Date: ______________

Date Approved by Faculty Senate: _______________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
The College of Charleston

POLI 308 - Education Policy

Instructor: Marguerite Archie-Hudson, Ph.D.

Office Hours: Tu/Th 2:00 - 4:00 P.M., Wednesday 10 A.M.-Noon and by appointment
114 Wentworth, First Floor

Telephone: 843.953.8138

E-mail: archiehudson@cofc.edu

Syllabus

Course description

This course is designed to introduce students to the major federal policy decisions - represented in judicial decisions and federal laws and statutes, 1954 to the present - that serve as principal guidelines for the organization and administration of American public schools. Particular attention will be paid to the impact of these federal policies on the governance, implementation and outcomes of public education at the state and local level.

Six major federal enactments will form the core of these discussions:

(A) Brown v Board of Education, Shawnee, KS, et al., 347 U.S. 483 (1954);
(B) The Elementary and Secondary Education Act of 1965 (PL 89-90);
(http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc3riskhtm)
(D) The 1989 President's National Summit on American Education, Charlottesville, VA;
(E) The No Child Left Behind Act of 2001(PL107-110) and

At the end of this course students should clearly understand the relationship between federal education goals and education policy and practice at the state and local level, including expectations regarding student achievement. Students are expected to develop and be able to demonstrate skills in: conducting quantitative and qualitative public policy research on the impact of federal laws on state and local educational delivery systems; drawing valid, research-based conclusions about the impact of federal laws on state and local education policy; make sound recommendations for changes in selected education policies that affect student achievement.
Course Requirements

Students are required to read, study, analyze and evaluate the role of major federal statutes and policy documents in shaping present education policy. The semester grade will be based on the following:

1. Writing assignment # 1 10%
2. Writing assignment # 2 10%
3. Midterm Examination 20%
4. Policy research paper 25%
   a. Policy paper =20%
   b. Class presentation = 5%
5. Final examination 25%
6. Class attendance and participation 10%

Required Textbooks


Additional Required Readings

In addition to the required documents above, students are responsible for reading the following:

“ Our Schools and our Future – Are We Still At Risk?” Findings and recommendations of the Koret Task Force on K-12 Education. Hoover Institute, Stanford, 2003.


Improving America’s Schools Act of 1994 (P.L. 103-38


South Carolina General Assembly, Act 340 of 1967, The Charleston County Act of School Consolidation, July 1, 1968; revised February 17, 1978; Amended June, 1988; Amended June 1

Course Outline and Reading Assignments

January
Tu 12  Introductions and class overview
Th 14  Overview- Evolution of American Public Education
Tu 19  Overview
 "Quality Counts, 2009-Portrait of a Population"
 Education Week, January 2009
Th 21  Current Issues in American Public Education
 "Education Watch: State Report"
 The Education Trust, April 2009 (Handout)

 "Duncan’s Call for School Turnarounds Sparks Debate"
 Catherine Gewertz, Edweek.org.
Tu 26  Major influences in current educational policymaking

Legal Foundations of American Public School Policy
Th 28  Kirst, Michael W., “Turning Points: A History of American School Governance in Who’s in Charge Here?

February
Tu 2  Ryan, James E. “The Tenth Amendment and Other Paper Tigers: the Legal Boundaries of Education Governance.” in Who’s in Charge Here?

Assignment # 1 due

The Federal Role in Education Policymaking
Th 4  Brown et al v Board of Education, Topeka Kansas
Tu 9  The Elementary and Secondary Education Act of 1965
Th 11  A Nation at Risk: The Imperative for Educational Reform
A Nation at Risk

A Nation at Risk – a 20 year Re-appraisal – The Koret Task Force on K-2 Education

The 1989 President’s Summit on Education- Charlottesville, VA.

American 2000- The National Education Goals Panel

March

Tu 2
Midterm Examination

Th 4

Tu 9
Spring Break – No Class

Th 11
Spring Break – No Class

Tu 16
Improving America’s Schools Act of 1994


Assignment # 2 due

Th 18


Tu 23
The No Child Left Behind Act of 2001 –

Darling-Hammond, Linda and Sykes, Gary, “A Teacher Supply Policy for Education: How to Meet the ‘Highly Qualified Teacher Challenge’ in Who’s in Charge Here?

Reforming Public Education

Th 25
Film: “Corridors of Shame”

Tu 30
Abbeville School District vs the State of South Carolina – 515 SE 2nd 535

April

Th 1
The Charter School Movement – Overview

Tu 6
Film – “Hard Times at Douglas High” – A No Child Left Behind Report Card
School Choice - Overview

“School Choice” – Report from the National Working Commission on K-12 Choice in Public Education.

Class presentations

Class presentations

Class presentations

Class presentations

Thursday April 29

Final Examination

12 Noon - 3:00 P.M.

Maybank 111

Required Assignments

Your writing assignments this semester will require you to select a topic in education that is currently the subject of policy debates. In the course of the semester you will be required to present the following papers on the subject: (a) an Annotated Bibliography; (b) a Policy Memorandum; and (c) a Policy Brief that will summarize your findings and conclusions about the issue you selected with recommendations regarding how policymakers should address this issue. You will select one of the following topics for your assignment:

1. Charter schools are evolving as a major response to the failure of traditional public schools to close achievement gaps that separate low-income students and students of color from others. These schools have evolved in a variety of government and non-governmental structures. There is a major debate about whether these schools support or threaten the existence and financial support of traditional public schools. The Policy Question: Should all public school districts with significant populations of low performing students be required to institute charter schools as part of the school district’s offering?

2. State legislatures and local governments have increasingly responded to the failure of public schools to boost student achievement by taking over the governance and operations of these institutions. Many of these takeovers have been challenged as an illegal usurpation of powers from local school boards. The Policy Question: Should the actions of state legislatures and/or local governments take precedence over the decisions made by local elected school boards with regard to closing achievement gaps?
(3) The relationship between teacher quality and academic achievement continues to be a topic of public debate. One controversial proposal assert that teaching quality would be greatly enhanced by abolishing tenure and instituting performance-based compensation for teaching that successfully increases the academic performance of low performing students. **The Policy Question:** Should school districts abolish tenure in favor of performance-based teaching?

(4) Single gender public schools is an education experiment that is currently being conducted in at least half of the states. The number has risen from a handful to several hundred in the past decade. Proponents consider these institutions an innovation that spurs achievement in students of a single sex. Opponents define these institutions as a new type of segregation in public schools. **The Policy Question:** Should school districts support single sex academies as a means of promoting gender-specific achievement and closing the achievement gap?

**Assignment #1** - Your first assignment is to prepare an Annotated Bibliography of fifteen sources on your selected topic. These sources may be a combination of journal articles, policy reports, newspaper articles, web sites or broadcast news stories. Your sources should be arranged alphabetically and should follow the MLA documentation format.

**Assignment #2** - Your second assignment is to prepare a Policy Memorandum of the primary stakeholders (individuals and/or organizations) that are framing the national debate on this issue. A Policy Memorandum is often the first part of a policy brief. It summarizes what is known about a particular problem or a specific aspect of the problem. This Memorandum concentrates on stakeholders because these organizations or individuals often define issues, generating most of the information that is publicly known about them. Your memorandum must identify the two most active opposing stakeholders on each side of the arguments and include the following:

(A) **Descriptive information:**
   a. Name of the stakeholders (or stakeholder groups);
   b. Type and description of the organizations(s);
   c. Membership; history;
   d. Primary source of funding;
   e. Coalition with which they have an affiliation, if any;
   f. Political affiliation, if any.

(B) **Preliminary definition of the issue**
   a. How is the problem defined by each of the stakeholders?
   b. How would each like the problem to be resolved?

(C) **Stakeholder actions**-
a. What specific action was taken by each group to bring this issue to government's attention?
b. What individuals and/or agencies of government are targeted by each stakeholder group?

This analysis should not exceed 5 double-spaced typewritten pages.

Written assignment # 3 - This Policy Brief should summarize the findings of your research and present your conclusions and recommendations regarding this policy problem. The format for this Policy Brief is as follows:

a. A statement on why this is an important education policy issue that should be addressed by government

b. The history of the issue- based on the available information, identify the time frame in which this issue became a problem for government. Was there a specific situation or event that contributed to its resurgence?

c. What actions, if any, have been taken by government on this issue to date? Why were these actions not successful in solving the problem?

d. The specific problem for government that is presented by the issue.

e. The magnitude of the problem- i.e., is this a relatively small problem or a major one?

f. What effect, if any, does this issue have on closing achievement gaps in low performing schools?

g. Based on your research, what are two policy recommendations you would make regarding this education issue?

Your paper should not exceed 15 double-spaced pages, excluding charts and appendices. The format must clearly address each of the above issues.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Luis Email: Luis@Emailелефone: 3-6510
Department or Program Name: POLI School name: HWS HSS
Course Prefix, Number, and Title: POLI 309 Health Policy

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

X New Course (attach syllabus)

CHANGE COURSE

- (Skip sections below that do not apply)

DELETE COURSE

☐ Change Number ☐ Re-activate Course
☐ Change Title ☐ Delete Course
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered:

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes x No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science Major x Minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3 hrs.

Is this course repeatable? ☐ yes x no If so, how many credit hours may the student earn in this course? 3
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course will focus on American health policymaking, with particular emphasis on the three pillars of health: Access, Cost and Quality. The course will examine the financing and delivery of health care, the political environment in which health policymaking occurs and the key policy actors that drive federal and state decision-making regarding affordable health care for all Americans. Special attention will be paid to the impact of the Patient Protection and Affordable Care Act (P.L. 111-148), its effect on reducing the numbers of uninsured Americans and the challenges to its constitutionality.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym and course number is a part of a department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 200 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Ability to conduct quantitative and qualitative public policy research on achieving access to quality and affordable health care.</td>
<td>Student will select a specific topic related to the issue of access, cost or quality for investigation. Must demonstrate ability to read, understand and analyze key factors that influence positive health outcomes. Be able to draw conclusions about the effect of federal health policy on health delivery at the state and local levels.</td>
</tr>
<tr>
<td>2. Clearly understand and be able to articulate impact of federal health policies on reducing and/or increasing access to health care.</td>
<td>Demonstrated ability to understand, explain and illustrate the intersection of federal health goals and state health policy, delivery models and measurements of successful outcomes.</td>
</tr>
<tr>
<td>3. Draw valid conclusions about the impact of federal</td>
<td>Utilize research results to draw and describe</td>
</tr>
</tbody>
</table>
Conclusion of the impact of policies on health outcomes and making recommendations.

4.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate understanding of readings, analyze texts critically, effectively write papers
2. Distinguish their views from those of others and can defend their own perspective.
3. Apply theories and concepts to new situations.
4. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces.
5. Demonstrate mastery of the independent research process.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 11/3/2011

2. Signature of Academic Dean:
3. Signature of Provost: [Signature] Date: 11/4/11

4. Signature of Curriculum Committee Chair: [Signature] Date: 11/10/11

5. Signature of Faculty Senate Secretary: ____________________________ Date: __________________

Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
The College of Charleston

Policy
POLS 309 - Health Policy

Spring Semester 2011

Tu/Th 2:00-4:00 P.M., Wed 10:00 A.M.-Noon and by appointment

Instructor: Marguerite Archie-Hudson, Ph.D.

Office hours: Tu/Th 8:00 - 9:00 A.M. and 3:15 P.M.-4:15 P.M. and by appointment

Office Location: 114 Wentworth Street, Room 101

Telephone: 843.953.8138

Email: archiehudsonm@cofc.edu

Course Description and Objectives

Political Science 309 will focus on American health policymaking, with particular focus on the three pillars of health: Access, Cost and Quality. The course will examine the financing and delivery of health care, the political environment in which health policymaking occurs and the key policy actors that drive federal and state decisions regarding health care for all Americans.

On March 23, 2010 the federal Patient Protection and Affordable Care Act (P.L. 111-148), as amended by the Health Care and Education Reconciliation Act was signed into law. This enactment followed a bitter partisan battle over health care reform and was accomplished on a nearly straight Democratic line.

On January 18, 2011 the new Republican majority in the U.S. House of Representatives voted 245-189 (with three Democrats concurring) to repeal the Patient Protection and Affordable Care Act of 2010 (PL 111-148) passed in March 2010. This repeal effort failed in the Senate.

On January 19, by a vote of 253-175 (with 14 Democrats concurring) the House leadership directed key policy committees to begin drafting legislation to address Republican-focused health care policies.

A series of lawsuits have been filed challenging the constitutionality of the new health care law, in particular the “individual mandate.” There is agreement among federal, state and local officials – and constitutional scholars- that this question will very likely be heard before the United States Supreme Court during the current term that began October 1, 2011.
This current debate on health care reform will serve as a case study for how health policy is made and its effects on the current statutory responsibilities of state, federal and local governments. As segments of the new health care law are being implemented, new health care proposals are being debated in Congress and the issue is poised for Supreme Court review, the course will examine the effects on the existing public “safety net”: Medicare, Medicaid, State Children’s Health Insurance Program and the Medicare Prescription Drug Program enacted during the Bush administration.

At the conclusion of the semester students should have a fully informed understanding of the policies that shape and inform the delivery of health care in America, the effect of these policies on the issues of access, cost and quality and be able to make some informed analysis and conclusions regarding how the current and proposed federal health care legislation address the healthcare needs of the American public.

**Course Requirements**

Students are required to read, study, analyze and evaluate the role of major federal legislation in shaping present healthcare policy. The semester grade will be based on the following:

- a. Annotated Bibliography 15%
- b. Briefing Memorandum 15%
- c. Midterm examination 20%
- d. Policy Report
  - Policy paper = 15%
  - Class presentation = 5%
- e. Final Examination 20%
- f. Class Participation 10%

**Textbooks**


**Additional Required Reading:**

The Henry Kaiser Family Foundation: *Focus on Health Reform: Summary of Patient protection and Affordable Care Act (P.L. 111-148)*


Class lectures and discussions will include a series of research and policy reports as well as journal articles focusing on current issues in health policy. Most of these articles will be
assigned as readings to accompany class lectures and discussions and will be available on the internet.

Course Outline and Reading Assignments

Tu January 11  Introductions and class overview
Th January 13  Health care- Right or Privilege?
Tu January 18  Profile of the Uninsured
Kaiser Family Foundation: Characteristics of the Nonelderly Uninsured, 2009
Th January 20  Profile of the Uninsured
Tu January 25  The Three Pillars of Health Care: Access, Cost and Quality defined
http://www.ahrq.gov/qua/nhdr09/Chap3.htm
Institute of Medicine of the National Academies: “crossing the Quality chasm: The IOM Health Care Quality Initiative- IOM Definition of Quality.
http://www.iom.edu/Global/News%20Announcements/Crossing-the-Quality-Chasm-

Handout: The Patient Protection and Affordable Care Act of 2010 (PL 111-148)

The Three Pillars of Health Care: Access, Cost and Quality

Th January 27  Access to Health Care
www.kff.org.

Tu February 1  Access: The Patient Protection and Affordable Care Act
American College of Emergency Physicians.org
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3</td>
<td>Access: The Patient Protection and Affordable Care Act</td>
</tr>
<tr>
<td></td>
<td>McDonald, Margaret and Hertz, Robin: Pfizer Facts: “A Profile of Uninsured Persons in the United States.” Pfizer.org</td>
</tr>
<tr>
<td>February 8</td>
<td>Access: The Role of States</td>
</tr>
<tr>
<td></td>
<td>Handout</td>
</tr>
<tr>
<td>February 10</td>
<td>Access: The Role of States - The Patient Protection and Affordable care Act</td>
</tr>
<tr>
<td>February 15</td>
<td>Cost: Factors Driving Health Care Costs</td>
</tr>
<tr>
<td></td>
<td>Annotated Bibliography Due</td>
</tr>
<tr>
<td></td>
<td>“U.S. Healthcare Costs: Background Brief “</td>
</tr>
<tr>
<td></td>
<td>KaiserEDU.org</td>
</tr>
<tr>
<td>February 17</td>
<td><strong>Midterm Examination</strong></td>
</tr>
<tr>
<td></td>
<td>Handout</td>
</tr>
<tr>
<td>February 24</td>
<td>Health Care Costs: The Patient Protection and Affordable Care Act</td>
</tr>
<tr>
<td></td>
<td>California Association of Health Care Plans: Issue Brief: 10 Factors Driving Costs for California’s Hospitals. Calhealthplans.org</td>
</tr>
<tr>
<td>March 1</td>
<td>Health Care Costs: The Patient Protection and Affordable care Act</td>
</tr>
<tr>
<td>March 3</td>
<td>Health Care Costs: the Patient Protection and Affordable Care Act</td>
</tr>
<tr>
<td>March 8</td>
<td><strong>No Class – Spring Break</strong></td>
</tr>
<tr>
<td>March 10</td>
<td><strong>No Class- Spring Break</strong></td>
</tr>
<tr>
<td>March 15</td>
<td>Health Care Quality</td>
</tr>
</tbody>
</table>
Health Care Quality
Institute of Medicine of the National Academies: Crossing the Quality Chasm: The IOM Health Care Quality Initiative

Policy Memorandum Due

Tu March 22
Quality: The Patient Protection and Affordable Care Act

The Healthcare Policymaking Environment:
Healthcare Reform in the 112th Congress

Th 24
Health Care Goals: The Republican Majority

Tu 29
The Congressional Health Policy Committees

Th 31
The Congressional Health Policy Committees

April

Tu April 5
The Republican Health Reform Plan

Th April 7
The Republican Health Reform Plan

Tu April 12
The Republican Health Reform Plan
Policy Report due

Th April 14
Class Presentations

Tu April 19
Class Presentations

Th April 21
Class Presentations

Tu May 3
Final Examination

Required Assignments

The purpose of your required assignment is to provide an opportunity to study a specific aspect of healthcare policy that illustrates the effect of federal policymaking on the organization and delivery of healthcare at the federal and state level.
The policy goal that your research will address is the best and most efficient healthcare services to the 48 million Americans who are currently uninsured and, therefore, are reliant on the public emergency health system to handle their health care problems.

You are required to select a specific issue from the list below and construct (a) an Annotated Bibliography, (b) a Policy Memorandum and (c) a Policy Report that cover the following issues:

A. Describe the magnitude of the problem of health care for the uninsured as defined by federal policymakers, including
   a. The U.S. Secretary of Health and Human Services,
   b. The Chairs of the Senate and House of Representatives policy committees in the 111th Congress and the expressed views of the new policy chairs in the 112th Congress.

B. Describe the specific goal of each of the above officials in addressing
   a. Access to health care for the uninsured
   b. Quality of health care for the uninsured
   c. Cost of health care services for the uninsured including who should pay

C. Identify 10 principal organizational stakeholders in support of and 10 in opposition to (a) the Patient Protection and Affordable Care Act and (b) the proposals set forth by the Republican leadership in the 112th Congress.

D. Summarize the principal arguments of the major stakeholders in support and opposition for (a) the current law and (b) the Republican proposals in the 112th Congress.

E. Take a position on which policy you support (i.e., the current law or the proposals in the 112th Congress) as they address each of the following: Access, Cost, Quality. Provide the specific policy reasons for your positions.

Research Topics:

A. Health Care insurance for uninsured Americans – The policy question: Should the federal government require individuals to purchase health insurance as a means of controlling health care costs? If yes, what would be the best policy rationale? If not, what is the most effective policy for controlling the escalating cost of health care?

B. Health Insurance market reforms – The policy question: Should the health insurance market be deregulated so that providers can offer insurance across state lines? How would deregulation affect access, cost and quality? What would be the role of states in a deregulated marketplace? How would competition be affected?

C. Medical malpractice litigation – The policy question: Should the federal government legislate mandatory tort reform? What would be the effect on access, cost and quality?

In carrying out this assignment you will produce the following documents:
1. **An Annotated Bibliography** - You will research and construct a descriptive and evaluative list of citations to books, articles and documents that provide relevant ideas and information on your topic and select 25 works that will provide a variety of perspectives on the issue. You will then write a concise annotation of each source that summarizes the central theme and scope of the book or article. These sources will provide the primary base of information from which you will develop your Briefing memorandum and your Policy Analysis and recommendations. Your citations should follow the Modern Language Association (MLA) format. This report should not exceed ten single spaced pages.

2. **Briefing Memorandum** - Your briefing memorandum will describe the current federal and/or state laws if any, that direct the issue and the agency (or agencies) responsible for the administration. This report should not exceed ten single spaced pages.

3. **Policy analysis** - This report will (a) summarize the policy problem that is presented by this issue- the scope, the major issues, the effect on access, cost and quality and the policy goal in seeking a solution as articulated by legislative leaders in the 111th and 112th Congress; (b) identify the major policies contained in the current health care law and those proposed in the 112th Congress that address access, cost and quality; (c) your analysis of the potential effectiveness of each side's position in mitigating access, cost and quality; (d) Your recommendations for the most effective policies to address access, cost and quality for the 48 million uninsured in America and the specific reasons for your conclusions.

   This report should not exceed 15 single spaced pages, excluding charts, graphs and appendices.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Curtis       Email: curtisc@cofc.edu       Phone: 3-6510

Department or Program Name: Political Science       School name: HSS

Course Prefix, Number, and Title: POLI 321 Civil Liberties

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ New Course (attach syllabus)</td>
<td>□ Change Number</td>
<td>□ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Title</td>
<td>□ Delete Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☒ Yes       ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science major/ minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>A. Contact Hours</th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes ☒ no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course concentrates on the American Constitution. Topics focus on the power relationships between the executive, legislature, judiciary and state governments, including the commerce clause, war powers of the executive, legislative powers to tax and spend, judicial review and the doctrines and principles of American constitutionalism.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old 342 - moves from Political Thought and Public Law (now Politics of Ideas) to American Politics and Processes as this course is rooted in the American constitution and case law.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of fundamental civil rights and liberties guaranteed by the United States Constitution</td>
<td>Exams, papers</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of the “case method,” in which they learn to extract legal rules and principles from specific, fact-based situations.</td>
<td>Exams, papers</td>
</tr>
<tr>
<td>3. Apply theories of judicial decision-making to evaluate the legal persuasiveness of the Court’s opinions</td>
<td>Exams, Papers</td>
</tr>
<tr>
<td>4. Critically examine extant arguments for their accuracy and persuasiveness and to construct counter-arguments</td>
<td>Exams, papers</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Demonstrate understanding of readings, analyze texts critically, effectively write papers.
3. Distinguish their own views from those of others and can defend their own perspective.
4. Apply theories and concepts to new situations.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 11/5/2011

2. Signature of Academic Dean:

   [Signature]

   Date: 11/4/11

3. Signature of Provost:

   [Signature]

   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

Date Approved by Faculty Senate: ________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
The purpose of this course is to introduce upper-level undergraduates to the fundamental civil rights and liberties guaranteed by the United States Constitution, as interpreted by the United States Supreme Court. The first goal of the course is to ensure that students develop a thorough understanding of these rights and liberties, as they have developed through time and as they are likely to develop in the future. To achieve this goal, students will master the “case method,” in which they learn to extract legal rules and principles from specific, fact-based situations. Students will also become familiar with the political context in which these cases developed and will be able to apply extant theories of judicial decision-making to evaluate the legal persuasiveness of the Court’s opinions. In addition, students will be required to engage in a substantial amount of analysis, able to critically examine extant arguments for their accuracy and persuasiveness and to construct counter-arguments. Lastly, students will hone their ability to make their own informed judgments, as they must determine not only what the Supreme Court has done, but what it should have done, and must defend their positions from competing perspectives.


Student grades will be based on three in-class examinations, class attendance, and participation, apportioned in the following way:

- First examination: 35% of student grade
- Second examination: 23% of student grade
- Third examination: 34% of student grade
- Attendance/Participation: 8% of student grade

Class attendance/participation is broadly defined to include overall attendance, the frequency with which the student comes prepared to discuss the day’s material, attentiveness in class, quality of comments made in class, and the quality of answers to questions directed at the student by the instructors.
Course Outline and Reading Assignments

I. Introduction


II. Incorporation of the Bill of Rights

CLCA, pp. 71-92.
Cases:
  Barron v. Baltimore
  Hurtado v. California
  Palko v. Connecticut
  Duncan v. Louisiana

III. Freedom of Religion

A. Free Exercise

CLCA, pp. 95-98; 99-138
Cases:
  Cantwell v. Connecticut
  Sherbert v. Verner
  Wisconsin v. Yoder
  Employment Division v. Smith
  City of Boerne v. Flores

B. Religious Establishment

CLCA, pp. 138-209.
Cases:
  Everson v. Board of Education
  Lemon v. Kurtzman, Earley v. DiCenso
  Agostgini v. Felton
  Zelman v. Simmons-Harris
  Edwards v. Aguillard
  School District of Abington Township v. Schempp
  Lee v. Weisman
IV. Freedom of Expression

A. Expression, Internal Security, and the Search for a Standard

CLCA, pp. 210-244.
Cases:
Schenck v. United States
Abrams v. United States
Gitlow v. New York
Dennis v. United States
Brandenburg v. Ohio

B. Regulating Expression: Constitutional Principles

CLCA, pp. 244-246.

C. Symbolic Speech

CLCA, 246-260.
Cases:
United States v. O'Brien
Tinker v. Des Moines
Texas v. Johnson

D. Expression and Public Order

CLCA, pp. 260-275.
Cases:
Chaplinsky v. New Hampshire
Cohen v. California
Hill v. Colorado

E. Hate Speech

CLCA, pp. 275-286.
Cases:
R.A.V. v. City of St. Paul
Wisconsin v. Mitchell

F. The Right Not to Speak

CLCA, pp. 286-295.
Cases:
West Virginia Board of Education v. Barnette
Rumsfeld v. FAIR
G. Commercial Expression

CLCA, pp. 295-306.
Cases:
Bates v. State Bar of Arizona
Central Hudson v. PSC of New York

H. Freedom of Association; Emerging Expression Issues

CLCA, pp. 306-313.
Case:
Boy Scouts of America v. Dale

V. Freedom of the Press

CLCA, pp. 314-346.
Cases:
Near v. Minnesota
New York Times v. United States
Hazelwood School District v. Kuhlmeier
Red Lion Broadcasting v. FCC
Branzberg v. Hayes

VI. Obscenity

CLCA, pp. 347-380.
Cases:
Roth v. United States
Miller v. California
New York v. Ferber
Ashcroft v. Free Speech Coalition
Reno v. American Civil Liberties Union

VII Libel

CLCA, pp. 380-401.
Cases:
Gertz v. Welch
Hustler Magazine v. Falwell

VIII. The Right to Keep and Bear Arms

CLCA, pp. 402-411.
Cases:
United States v. Miller
IX. The Right to Privacy

A. Creating a Constitutional Right

CLCA, pp. 412-421.
Case:
Griswold v. Connecticut

B. Bodily Privacy and Reproductive Freedom

CLCA, pp. 421-449.
Cases:
Roe v. Wade
Planned Parenthood of Southeastern Pennsylvania v. Casey

C. Government Intrusion into Private Affairs

CLCA, pp. 450-471.
Cases:
Lawrence v. Texas
Cruzan v. Director, Missouri Department of Health

VIII. Discrimination

A. Civil Rights and the Constitution

CLCA, pp. 617-625.

B. Racial Discrimination

CLCA, pp. 626-660.
Cases:
Plessy v. Ferguson
Sweatt v. Painter
Brown v. Board of Education I
Brown v. Board of Education II
Swann v. Charlotte-Mecklenburg Board of Education
Loving v. Virginia
Shelley v. Kraemer
Burton v. Wilmington Parking Authority
Moose Lodge #107 v. Irvis

C. Sex Discrimination

CLCA, pp. 660-686.
Cases:
Reed v. Reed
Frontiero v. Richardson
Craig v. Boren
United States v. Virginia
Rostker v. Goldberg

D. Discrimination Based on Sexual Orientation

CLCA, pp. 686-693.
Cases:
Romer v. Evans

E. Economic Discrimination

CLCA, pp. 693-700.
Case:
San Antonio Independent School District v. Rodriguez

F. Discrimination Based on Alien Status, Age

CLCA, pp. 700-706
Case:
Plyler v. Doe

G. Discrimination Remedies: Affirmative Action

CLCA, pp. 706-737.
Cases:
Regents of the University of California v. Bakke
Adarand Constructors v. Pena
Grutter v. Bollinger

IX. Voting and Representation

A. Voting Rights

CLCA, pp. 738, 748-755
Case:
South Carolina v. Katzenbach

B. Political Campaigns

CLCA, pp. 755-764
Cases:
McConnell v. F.E.C.

C. Representation
CLCA, pp. 764-788
Cases:
Baker v. Carr
Reynolds v. Sims
Miller v. Johnson
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Claire Curtis      Email: curtisc@cofc.edu      Phone: 3-6510

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 322 Urban Government and Politics

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Course (attach syllabus)</td>
<td>☐ Change Number</td>
<td>☐ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>☐ Change Title</td>
<td>☐ Delete Course</td>
</tr>
<tr>
<td></td>
<td>☐ Change Credits/Contact hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered:

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Pols 101 by permission of instructor

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science major/minor
URST

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? ☐ yes ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

Urban Government and Politics focuses on the impact of an urban society upon the forms, structure, and functions of county and municipal governments, the political problems generated by metropolitan growth, the various approaches to the governing of the metropolis, the political process in urban communities, and community power structure and decision making.
Prerequisite: POLS 101.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 381

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of theories of urban governance</td>
<td>Essays, exams</td>
</tr>
<tr>
<td>2. Analyze the relationships between urban structures and political/economic structures</td>
<td>Essays, presentations, exams</td>
</tr>
<tr>
<td>3. Assess the role of citizenship</td>
<td>Essays, presentation, participation</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
3. Demonstrate understanding of readings, analyze texts critically, effectively write papers
4. Distinguish their own views from those of others and can defend their own perspective.
5. Apply theories and concepts to new situations
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

Date: 11/7/2011

2. Signature of Academic Dean:

Date: 11/7/11

3. Signature of Provost:

Date: 11/10/11

4. Signature of Curriculum Committee Chair:

Date:

5. Signature of Faculty Senate Secretary:

Date:

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Urban Politics and Governance
Political Science 322

COURSE DESCRIPTION
This course is designed to provide students with an in-depth understanding of the ways in which power operates in contemporary cities. Our examination of urban politics will consider various theories of urban governance as well as the relationship between new urban forms and strategies of social regulation. In addition to looking at traditional urban political structures, such as city councils and school boards, we will also consider the relationships between economic and political interests and we will investigate how those relationships shape the urban realm and impact urban lives. The role of citizenship – interpretations of social rights and responsibilities - in the contemporary urban environment will be a central consideration throughout the course.

Student Learning outcomes:
- Students will demonstrate knowledge of theories of urban governance
- Students will analyze relationship between urban structures and economic/political interests
- Students will assess the role of citizenship

REQUIRED READING
The Post and Courier
The City Paper
e-reserves
It is essential that you read the local daily (Post and Courier) and weekly (The City Paper) newspapers. Both are available on-line and around town. We will use examples from the local area to develop and explore theoretical issues addressed in lectures and readings. In addition to discussing local events in class, the newspapers will also provide the evidence necessary to develop your essay assignments (see below).
POLS 381: Urban Politics and Governance 1
COURSE REQUIREMENTS

Essays: 200
Presentation: 25
Midterm Exam: 50
Final Exam: 100
Participation: 25
TOTAL: 400 points

Essays (4 x 50 points each)
You are required to write four essays that apply the theoretical concepts developed in reading and class discussions to local issues. Each essay will develop a different concept and should be approximately 6-8 double-spaced pages. Your ability to develop a solid essay will depend upon your mastery of the relevant concepts and a careful and attentive read of local newspapers. A good essay will: 1) have a point/thesis/argument, 2) define the terms under analysis and, 3) provide concrete evidence that elucidates the author’s claims. Additional information for each essay topic will be provided. Essays are due in class on the assigned date. You will lose 5 points if the essay is not turned in at the beginning of class. You will lose an additional 5 points for each day the essay is late.

Presentation (25 points)
You will work in small groups to research some of the significant political bodies that govern Charleston (BAR, Charleston City Council, The School Board, Chamber of Commerce, County Councils, The Mayor’s office). Your goal is to understand the organization’s power—what its authority is, what its jurisdiction is, how it is structured, and the role it plays in the governance of the city. Presentations should be approximately 20 minutes. Further instruction will be provided.

Midterm Exam (50 points)
There will be an in-class, bluebook midterm exam on February 23.

Final Exam (100 points)
The final exam is scheduled for April 30 from 12:00 – 3:00.

Participation (25 points)
You are expected to attend every class. Effective class participation includes asking pertinent questions and requesting clarification, responding to questions posed by the instructor and classmates, engaging in class discussions and activities. Disagreement among class members can stimulate fruitful discussions as long as everyone is treated with respect. Disruptive behavior, such as interrupting someone, snickering, having sidebar conversations, and using your cell phone, is not acceptable and will hurt your grade.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 8</td>
<td>Introduction</td>
</tr>
<tr>
<td>Jan 10</td>
<td>Representation in the city - the politics of governance</td>
</tr>
<tr>
<td>Jan 12</td>
<td>Selections from Dahl: Who Governs? (theories of urban governance)</td>
</tr>
<tr>
<td>Jan 15</td>
<td>No Class - MLK Day</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Logan and Molotch: 1-49 (exchange value vs. use value, place as a commodity)</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Logan and Molotch: 50-98 (city as growth machine)</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Bob Jessop: “Post-Fordism and the State”</td>
</tr>
<tr>
<td>Jan 24</td>
<td>Harvey: “From Managerialism to Entrepreneurialism”</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Margit Mayer: “Post-Fordist City Politics”</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Essay I due: Exchange value vs. Use Value/ place as a commodity</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Stone: 1-50</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Stone: 135-159</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Stone: 160-199</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Stone: 200-245</td>
</tr>
<tr>
<td>Feb 9</td>
<td>No class - work on presentations</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Presentations:</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Presentations:</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Presentations:</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Margaret Crawford: “City for Sale: Merchandising History at South Street Seaport”</td>
</tr>
<tr>
<td></td>
<td>Michael Sorkin: “See You in Disneyland”</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Ross: 1-44</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Ross: 45-93</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Essay II due: The city as theme park</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Spring Break</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Curtis, Claire          Email: CurtisC@cofc.edu          Phone: 843.953.6510

Department or Program Name: Political Science   School Name: Humanities and Social Sciences

Course Prefix, Number, and Title: POLI 323 (Congress)

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Course (attach syllabus)</td>
<td>□ Change Number</td>
<td>□ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Title</td>
<td>□ Delete Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered:

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

POLI 101 or permission of instructor

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ Yes  □ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? □ yes ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course analyzes the organization, procedures and behaviors of legislative bodies in America, with emphasis on the United States Congress.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 2 and 300 level classes.

Old POLS 382

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the history and development of the U.S. Congress</td>
<td>Three course exams</td>
</tr>
<tr>
<td>2. Evaluate Congress's dual roles as a policy-making body and a representative institution</td>
<td>Three course exams, course quizzes and class discussion</td>
</tr>
<tr>
<td>3. Analyze and critically assess the effects of recent Congressional elections</td>
<td>Three course exams and class discussion</td>
</tr>
<tr>
<td>4. Articulate and defend—both written and orally—critical arguments about the organization of U.S. Congress</td>
<td>Class discussion, a research paper or project and semester long writing assignments</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.

3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces

4. Demonstrate understanding of readings, analyze texts critically, effectively write papers

5. Distinguish their own views from those of others and can defend their own perspective.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   ___________________________ Date: 11/3/2011

2. Signature of Academic Dean:

   ___________________________ Date: 11/4/11

3. Signature of Provost:

   ___________________________ Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   ___________________________ Date: 

5. Signature of Faculty Senate Secretary:

   ___________________________ Date: 

Date Approved by Faculty Senate: ___________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Dr. Jordan M. Ragusa
114 Wentworth Street, Room 104
Office Hours: T 1pm-4pm, W 2pm-4pm
Email: ragusajm@cofc.edu
Class Website: jordanragusa.com

Course Meetings
MWF (11:00-11:50)
Maybank room 111

Course Objective—Mark Twain famously commented that "there is no distinctly American criminal class—except Congress." This sentiment is, unfortunately, common in the United States. This year, in fact, Gallup recorded the lowest Congressional approval rating of all time. Yet no one can deny that Congress plays the central governmental role in our republic. It is no accident, after all, that the very first article of the U.S. Constitution details the powers and limitations of Congress.

This overarching goal of this course is to provide you with a broad understanding of Congress as both a representative institution as well as a policymaking body. This theme—the "two Congresses"—is central to Congress and Its Members (one of your textbooks). But this is only one of a few themes we will explore in this course. For example, we will start the semester asking whether Congress is a "broken branch" and examine why congressional approval is so low today. We will return to this theme at the very end of the semester when you present a formal research proposal for reforming Congress.

This course was designed with four sections in mind. The first section will briefly review the intellectual origins of Congress and summarize a few hundred years of Congressional development. You should note that this section is a very limited review these topics (if you are interested, I teach a separate course on American legislative development). The second section will cover congressional elections and campaigns. Though we don’t explore the issue of representation in great detail, if we are to understand how Congress operates we need to understand how representatives and senators get there. The third section will review congressional organization and explore the sources of congressional decision making. We will address key theoretical questions about how Congress organizes itself before focusing on two key organizational structures: parties and committees. The fourth and final section will cover congressional rules and procedures. Though much has changed since the days of School House Rock, the central question remains the same: "How does a bill become a law?"

Course Format—I have designed this as an “ecumenical” or “balanced” course. What I mean by this is that your grade (and more importantly what you learn) will be determined by a variety of requirements: a semester-long analytical writing assignment (the class blog), three exams and five quizzes, a series of student-led classroom discussions and a group research project. Students have diverse learning styles and my hope is that this course reflects this diversity.


Smith, Steven, Jason Roberts and Ryan Vander Wielen. The American Congress Reader, 2009.

Dodd, Lawrence and Bruce Oppenheimer. Congress Reconsidered, 2009, (9th ed.).

Mann, Thomas and Norman Ornstein. The Broken Branch, 2008.

Course Location—This course meets in Maybank room 111.

OAKS—This course will rely on the OAKS reserve system. The primary purpose of OAKS is to provide students access to a handful of additional readings and other course material in the most efficient manner possible. All additional readings are clearly noted on the syllabus.

Grades—The plurality of your final grade will be determined by three examinations, each worth 15%. These exams will be given in class and are closed notes. The second and third exams are not comprehensive. Exam material will come from the required readings and class lecture. There is also a semester-long blog project that counts for 15% of your final grade. For this assignment students are expected to apply the topics covered in this course to current congressional issues and events. You will be required to author original content as well as comment on other students’ posts. There are also discussions sessions scattered throughout the semester. In groups of three or four, for this assignment you will give a presentation to the class on a topic or question of my choosing. In addition to teaching a small portion of the course, I ask that you stimulate classroom discussion on this issue of the day. This project is worth 10% of your grade. You will also have a group research project due toward the end of the semester. For this project, worth 15% of your final grade, you will collaborate in groups of four (different than the discussion section groupings) and research congressional reforms. Based on your research, you will then give a 10 to 15 minute presentation advocating your congressional reform(s). The remainder of your grade will be decided by 5 pop quizzes scattered throughout the semester (10%) and your individual classroom discussion (5%). The quizzes are intended to test your compression of the required readings while the discussion is intended to reward those students who come to class prepared. So, in summary, your grade is determined by: Exam 1: 15%, Exam 2: 15%, Exam 3: 15%, Blog: 15%, Reform Project: 15%, Discussion Section: 10%, Quizzes: 10%; Discussion 5%.

I abide by the following grading scale: A = 93+, A- = 90-92.9, B+ = 87.5-89.9, B = 83-87.4, B- = 80-82.9, C+ = 77.5-79.9, C = 73-77.4, C- = 70-72.9, D+ = 67.5-69.9, D = 63-67.4, D- = 60-62.9

Student Responsibilities—You will notice that there will is no “de jure” attendance taken. However, your presence in class is absolutely crucial to earning a good grade in this course. On the one hand, you cannot simply review the required readings a day or two before the exam and expect to earn a good grade. On the other hand, if you miss an in class quiz your grade will automatically drop by 2%. Thus, the quizzes and discussion will count as a “de facto” attendance grades. There will be one, and only one, “bonus quiz” given during the semester (also unannounced). That quiz will take the place of your lowest quiz grade.

Due Dates—Assignment and exam dates are firm. If an illness or other circumstance forces you to be absent, your first responsibility is to your own health or condition. However, you are still required to fill out an absence memo with Student Affairs (that is, if you missed an assignment or exam and would like the opportunity to make the work up). Moreover, you should contact me immediately. Special circumstances will only be given if there is a documented and compelling reason for your absence. Also, if you are going to be absent for a College function (sport, club, etc.), you must let me know in advance (in addition to getting an absence memo).

Academic Honesty—As with any course at the College of Charleston, you are required to do your own work and abide by the academic honesty guidelines. Cheating of any kind will not be tolerated. For any questions please consult the Student Honor Code.

Students with Disabilities—The Center for Disability Services assists students with disabilities. They provide a number of services including academic advisement and exam assistance. Please feel free to discuss any concerns with me.
Course Overview

→ denotes the required reading(s) which are to be read prior to the start of the day or week (though see any notes). I will assume you have read, and understood, the material to be discussed each day. Note that these readings will be the subject of the unannounced, in class quizzes. I advise you to review the objectives listed before, during and after class. If you can answer these questions or topics you should do well on the exams (and more importantly understand something about Congress).

Because we have three core books in this class, I use the following shorthand (referring to the authors of the book): DOL=Congress and Its Members; SRV=The American Congress Reader; DO=Congress Reconsidered.

Part I. Congressional History and Development

Introduction and Course Overview

<table>
<thead>
<tr>
<th>Dates/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
</tr>
<tr>
<td>8/24</td>
</tr>
</tbody>
</table>

Constitutional Beginnings: Article One

→ SRV, Chapter 5
→ DOL, Chapter 2 (pages 15-28)
→ Zelizer, Chapter 1 (on OAKS)

Notes: Read SRV Chapter 5 for Friday and DOL/Zelizer for Monday

Objectives

Why did the Framers abandon the Articles of Confederation? What was its main weakness?
What were the major theoretical and institutional debates during the Convention?
What are the constitutional powers of Congress? What are the constitutional limits?
How, exactly, do the Courts and President affect Congress (and vice versa)?

Congressional Development

<table>
<thead>
<tr>
<th>Dates/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, W, F</td>
</tr>
<tr>
<td>9/5, 9/7, 9/9</td>
</tr>
</tbody>
</table>

→ DOL, Chapter 2 (pages 28-41 only)
→ DO, Chapter 1 (by Sinclair)
→ DO, Chapter 2 (by Dodd and Oppenheimer)

Notes: Read DOL Chapter 2 for Wednesday and DO Chapters 1 and 2 for Friday

Objectives

What have been the major changes (since 1787) in the operation of the House and Senate?
Has institutional change been the same for both chambers? What were the differences (if any)?
What causes the House and Senate to undergo change?
How do individualism and partisanship explain recent Senate developments?
What have been the major internal and external factors driving the House from 1995 to today?
The Public's Approval of Congress
→ Mann and Ornstein (chapters 1, and 3-5)  
M, W, F  
9/12, 9/14/, 9/16

Objectives
How and why does partisanship affect the operation of the modern Congress?
What were the major developments that caused Congress's modern dysfunction?
Why does the public dislike Congress? Is disapproval "natural" in our system?

Part II. Congressional Elections and Campaigns

Electoral Rules and Procedures
→ DOL, Chapter 3  
→ SRV, Chapter 8  
M, W, F  
9/19, 9/21, 9/23

Objectives
How are House and Senate elections different? Why are they different?
What role do parties play in Congressional elections?
What are the considerations when Congressional districts are drawn?
Why do incumbents win reelection so often?

Winning! Congressional Campaigns and Elections
→ DOL, Chapter 4  
→ SRV, Chapter 9  
M, W  
9/26, 9/28

Objectives
Why do citizens choose to run for Congress? What considerations are important?
What resources are important for House and Senate candidates?
What factors determine how individuals vote? What determines who wins?

Exam 1
F  
9/30

Part III. Congressional Organization: Committees and Parties

Parties and Polarization
→ DOL, Chapter 6  
→ Theriault (chapters 2 and 4-8)  
M, W, F, M  
10/3-10/10

Notes: Read the DOL chapter for M & W and the Theriault chapters for F & M (do not read Theriault chapters 1,3,9 or 10)

Objectives
How has the power of the majority evolved in the House and Senate since the late 1800s?
How, exactly, does the majority influence public policy?
What organizational role do parties play in Congress?
**Committees**

→ DOL, Chapter 7  
→ DO, Chapter 10 (Aldrich and Rohde)  
→ SRV Chapter 17 and 18

**Objectives**
What are the competing theories of committee organization? Are they mutually exclusive?  
How has the power and role of committees changed since the 1950s?  
How are members selected to committee? What characteristics matter?  
How do committees embody the “two Congresses” theme?

**No Class (Fall Break Holiday)**  
M  
10/17

**Exam 2**  
F  
10/21

**Part IV. Congressional Rules, Procedures and Decision Making**

**Theory and Practice: Why Study Congressional Rules?**  
→ SRV, Chapter 22 (Cox)

**Objectives**
How do rules affect policy outcomes?  
Why are rules so stable over the long term?  
Who do rules advantage (and which rules)?

**Pre-Floor Action in the House and Senate: Introduction, Cosponsorship and Markup**  
→ DOL, Chapter 8 (pages 215-232 and 238-239)

**Floor Action in the House and Senate: Special Rules, UCAs, Amending and Filibusters**  
→ DOL, Chapter 8 (pages 233-237 and 242-247)

**Objectives**
How do rules affect policy outcomes?  
What role does the Rules Committee play?  
How do the rules of the House and Senate differ? Why do they differ?

**Resolving Differences**  
M  
11/7

**Objectives**
How do the House and Senate resolve differences?  
How do conference committees reflect the “two Congresses” theme?

**Inside Congress and the Debt Limit Vote**  
→ DO, Chapter 15 (Lapinski)  
W  
11/9
Reform Project Lab Time

F
11/11

Decision Making and Voting
→ DOL, Chapter 9

M, W
11/14 & 11/16

Objectives
What important tasks do lawmakers do other than voting?
What determines how members vote? Is it mostly ideological or partisan?
What is party voting and how has it changed over Congressional time?

Congress, the President and the Courts
→ DOL, Chapter 10 and 12

F, M
11/18 & 11/21

Objectives
What role does the president play in the legislative arena?
What are the “two presidencies”?
How has the balance between Congress and the president evolved over time?
How does Congress affect the composition and action of the courts?
Why are Supreme Court nominations contentious in the Senate if judges are simply referees?

No Class (Thanksgiving Holiday)

W, F
11/23, 11/25

Reform Project Presentations!

M, W, F
11/28, 11/30, 12/2

Last Class (left open to reflect on the prior week's presentations, answer questions for the exam and/or if our schedule extends an extra day)

M
12/5

Final Exam (8am to 11am)

F
12/9
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Curtis     Email: curtisc@cofc.edu     Phone: 3-6510

Department or Program Name: Political Science   School name: HSS

Course Prefix, Number, and Title:   POLI 324 The Judiciary

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☑ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number     ☐ Re-activate Course
☐ Change Title     ☐ Delete Course
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

POLS 101

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ Yes     ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science major/minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture     Lab     Seminar     Ind. Study

3

B. Credit Hours

3

Is this course repeatable? ☐ yes ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course analyzes the major legal concepts and operations of the American judicial system with an emphasis on the political as well as legal factors involved in judicial decision making.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 383

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td><strong>1.</strong> Demonstrate understanding of the policies and processes of the US Judiciary system</td>
<td>Final exam</td>
</tr>
<tr>
<td><strong>2.</strong> Evaluate the operation of the judiciary</td>
<td>papers</td>
</tr>
<tr>
<td><strong>3.</strong> Demonstrate familiarity with the various theoretical perspectives that have informed scholarly work on the judiciary</td>
<td>papers</td>
</tr>
<tr>
<td><strong>4.</strong> apply these theories to new contexts and structures</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Demonstrate understanding of readings, analyze texts critically, effectively write papers
3. Distinguish their own views from those of others and can defend their own perspective.
4. Apply theories and concepts to new situations
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 11/3/2011

2. Signature of Academic Dean:

   [Signature]

   Date: 11/4/14

3. Signature of Provost:

   [Signature]

   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Judiciary
POLI 324

This class is designed for upper-level undergraduates and is intended to give them a sophisticated understanding of the policies and processes of the American judicial system. Along with being able to describe in detail the various institutions and institutional practices that comprise the judicial branch, students will be able to evaluate the operation of the judiciary, developing rigorous assessments of how the judicial system facilitates, or not, conceptions of justice and equal treatment under the law. Student also will demonstrate familiarity with the various theoretical perspectives that have informed scholarly work on the judiciary and be able to apply these theories to new contexts and structures. The course will emphasize synthesis and analysis, meaning that students will be required to combine concepts and themes from different parts of the court and use those concepts to reach their own determinations of how the judiciary does and does not operate as a "fair and balanced" system for resolving legal disputes.

Course Description: This course provides material that analyzes the major legal concepts and operations of the American judicial system with an emphasis on the political as well as the legal factors involved in judicial decision-making. Further emphasis will be placed on the behavior of actors who play key roles in the judicial process and how political scientists study the judiciary.

Texts and materials:
McGuire: Understanding the U.S. Supreme Court. Mc-Graw-Hill.
McGraw-Hill
Other required readings will be on Electronic Reserve and are so indicated in the "Course Outline, Reading, and Assignment Schedule" below.
Also useful may be some web sites located at: http://www.cofc.edu/~mannd/newlaw.html

Requirements:

1. Papers: two in-term papers (or take home exams, as you may wish them to be called) are required for this course. They are scheduled as noted below and as described on the appropriately titled page of this syllabus.

2. Exams: there will be no in-term exams in this course.

3. Final Exam: as scheduled by the College.

4. On all work, identify yourselves by the last five digits of your C of C student number only.

5. Attendance: class roll will be taken on random days.

6. Alternative meeting site: If for any reason we are locked out of our normal classroom or building, we will rendezvous at the fountain and meet there or elsewhere. This includes all due dates.
7. Grading policy: There is no class curve. The papers and the final are worth 30% each toward the course grade. Attendance is worth 10%. All paper scores are marked numerically based on 100 points maximum, with the following letter grade equivalents:

A = 93+
A- = 90-92.9
B+ = 87.5-89.9
B = 83-87.4
B- = 80-82.9
C+ = 77.5-79.9
C = 73-77.4
C- = 70-72.9
D+ = 67.5-69.9
D = 63-67.4
D- = 60-62.9

8. All hand-held electronic devices, cell phones, pagers, and alarms shall be turned off or to vibrate during all class periods. Those who violate this rule may be asked to leave and attendance for that date deducted.

9. The instructor reserves the right to generate a pop quiz or other assignment if it is deemed that the students are not coming to class prepared to discuss the relevant reading material.
Course Outline, Reading, and Assignment Schedule

A. Introduction: Overview of the Judicial Process (approximately 1 week)

MPEK: pp. 38-57; 77-102
Cole: The Decision to Prosecute ER
Feeley: The Effects of Heavy Caseloads ER
McGuire: Ch. 1
MPEK reading # 2.1 (Mather)

B. Mechanics, Litigants, Lawyers, and Groups (2 weeks)

MPEK: pp. 212-220
MPEK: readings # 5.1 - 5.5 (Turow, Sarat and Felstiner, Blumberg, Bailey, and O'Connor)
MPEK: 381-397
MPEK: readings # 9.4, 9.5, 9.6, 9.7, 9.9 (Darrow, Etzioni, Saks, Butler, McCleskey v. Kemp [note: also see McGuire Ch. 4])
MPEK: pp. 253-275
MPEK: readings # 6.4, 6.5, 6.6; 13.2 (Galanter, Vose, Caldiera and Wright, Eisenstein and Jacob)
Heinz, et. al. Lawyers for Conservative Causes ER
McGuire: Ch. 5: Simon & Schuster, Inc. v. NYSCVB
Wold: Going Through the Motions ER
McLauchlan: Managing the Supreme Court's Business, 1971-1983 ER

*First paper will cover A and B*

C. Judges as Decision-Makers I: Selection and Background (2 weeks)

MPEK: pp. 141-161
MPEK: readings # 4.1 - 4.9; 10.8 (Goldman et al., Goldman, Lewis, Roberts, Caldiera and Wright, Segal et al., Walker and Barrow, Marshall, Wold and Culver, Kahn)
McGuire: Ch. 2: the nominations of Robert Bork and Clarence Thomas
Sarat: Judging in Trial Courts ER
Hall: State Supreme Courts in American Democracy ER
Songer, et. al.: A Reappraisal of Diversification in the Federal Courts ER
Ulmer: Are Social Background Models Time-Bound? ER
Epstein, et. al: The Bush Imprint on the Supreme Court... ER
D. Judges as Decision-Makers II: Role Theory (2 weeks)

Gibson: Judges' Role Orientations, Attitudes, and Decisions ER
MPEK: readings # 8.3, 8.9, 8.10, 10.6 (Segal et al., Kuklinski and Stanga, Gibson et al., Segal and Spaeth)
Klein and Hume: Fear of Reversal as an Explanation for Lower Court Compliance ER
Johnson: The Role of the Judiciary with Respect to the Other Branches Of Government ER
Chayes: The Role of the Judge in Public Law Litigation ER

E. Judges as Decision-Makers III: Small Group Theory (2 weeks)

Murphy: Courts as Small Groups ER
McGuire: Chs. 3 and 4: S.D. v. Dole; McCleskey v. Kemp
MPEK: readings # 8.2, 13.3, 13.4, 13.6, 13.7 (Epstein and Knight, Cross and Tiller, Hall, Danelski, Wahlbeck, et al.)
Howard: On the Fluidity of Judicial Choice ER
Brenner: Fluidity on the United States Supreme Court: A Reexamination ER
Gerber & Park: The Quixotic Search for Consensus on the U.S. Supreme Court ER
Segal: Separation-of-Powers Games in the Positive Theory of Congress and Courts ER
Segal: Correction ER
Maltzman and Wahlbeck: Strategic Policy Considerations and Voting Fluidity On the Burger Court ER
*Second paper will cover C-E

F. Implementation and Impact (3 weeks)

MPEK: pp. 691-705
MPEK: readings # 14.1-14.6, 2.4, 2.5 (Canon and Johnson, Slotnick and Segal, Baker v. Carr, Fisher, Rosenberg, McCann, Dahl, Casper)
McGuire: Ch. 6: Buckley v. Valeo
Hoekstra: The Supreme Court and Local Public Opinion ER
Caldeira: Neither Purse Nor Sword: Dynamics of Public Confidence in The Supreme Court ER
Adamany: Legitimacy, Realigning Elections, and the Supreme Court ER
Gibson and Caldeira: Blacks and the United States Supreme Court ER
Canon: The Supreme Court as Cheerleader in Politico-Moral Disputes ER
*Final Exam as scheduled by the College
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Ragusa, Jordan     Email: ragusajm@cofc.edu     Phone: 3-5219

Department or Program Name: Political Science     School Name: Humanities and Social Sciences

Course Prefix, Number, and Title: POLI 325 (The Presidency)

I. CATEGORY OF REVIEW (Check all that apply)  
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☒ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

POLI 101 or permission of instructor

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes    ☒ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science Major/minor
American studies

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

| 3 |

Is this course repeatable? ☐ yes ☒ no  If so, how many credit hours may the student earn in this course?
The Presidency analyzes the structure, behavior, history and roles of the federal executive branch in the American political system.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 384
The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 2 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the history and organization of the U.S. executive branch</td>
<td>Two course exams</td>
</tr>
<tr>
<td>2. Evaluate recent presidential election processes and outcomes</td>
<td>Two course exams and course quizzes</td>
</tr>
<tr>
<td>3. Analyze and critically assess at least one significant aspect of the U.S. chief executive</td>
<td>A semester research paper</td>
</tr>
<tr>
<td>4. Articulate and defend—both written and orally—critical arguments about the organization of U.S. presidency</td>
<td>Course discussion, two exams and a research paper</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces.
3. Demonstrate understanding of readings, analyze texts critically, effectively write papers.
4. Distinguish their own views from those of others and can defend their own perspective.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 11/3/2011

2. Signature of Academic Dean:

   [Signature]

   Date: 11/14/11

3. Signature of Provost:

   [Signature]

   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLI 325
The Presidency
Fall 2009
Monday/Wednesday/Friday 1:00-1:50
Maybank 307

Instructor: Kendra Stewart, Ph.D.
Phone: (843) 953-6691
Email: stewartk@cofc.edu
Office: 14 Coming Street, Room 101
Office Hours: Wednesday/Thursday 9:00-11:00 am
or by appointment

Course Description
The Presidency analyzes the structure, behavior, history and roles of the federal executive
branch in the American political system. It is intended to help students develop a
familiarity and understanding of the American presidency. It will focus on the modern
departments that compose today’s executive office, as well as the history, traditions, and
development of the presidency, the individuals who have served as president, the formal
and informal powers of the office and the election process. In addition, special attention
will be paid to current news and events surrounding the executive branch.

After completion of the course, students will have a greater understanding and
appreciation for the history, traditions, powers, and potential of the American presidency,
as well as the unique place the institution holds in the American political system. In
addition, students should have a greater appreciation for the logistics of presidential
elections and the men who have held the office.

Course Objectives
Upon completion of this course, students will:
1) Demonstrate knowledge of the history and organization of the U.S. executive
   branch, assessed through two course exams;
2) Evaluate recent presidential election processes and outcomes, assessed through
two course exams and course quizzes;
3) Analyze and critically assess at least one significant aspect of the U.S. chief
   executive, assessed through a research paper;
4) Articulate and defend—both written and orally—critical arguments about the
   organization of U.S. presidency, assessed through course discussion, exams and a
   research paper;
5) Apply current events involving the U.S. president to the course material,
demonstrated through course discussion.

Required Course Materials
Edwards, George and Stephen Wayne. Presidential Leadership: Politics and


Supplemental readings will be placed on electronic reserve.

**Assignments and Grading**
Students are expected to read all assignments prior to class and participate in discussions. Class participation is an important component of this class and the overall grade. I also expect everyone to frequently browse the various news outlets which will be used as a basis of discussing current events related to the class. I will deduct accordingly from the participation grade for excessive absences.

Knowledge of the course readings and discussions will be tested on periodic quizzes and a midterm and final exam. Make-up quizzes and exams will not be given unless permission is received prior to the exam, or there is a documented medical emergency. In addition, each student will complete a research project due at the end of the semester. Information on this assignment will be provided separately. Late papers will be marked down one letter grade for each day they are late. Assignments that are more than 5 days past due will not be accepted. Participation will be graded based on assigned in-class discussions and general course participation by the student. I am more interested in the quality of your comments rather than the quantity.

The course grade will break down as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Research project</td>
<td>100</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

465-500=A
450-464=A-
440-449=B+
415-439=B
400-414=B-
390-399=C+
365-389=C
350-364=C-
340-349=D+
315-339=D
300-314=D-
Below 299=F

**Academic Honesty**
Plagiarism, or presenting another’s works or ideas as one’s own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on an assignment, and to give and “incomplete” in the course if necessary, to
allow time to obtain sources. Students should be prepared to show source material to the
instructor for the purpose of verifying information. Academic dishonesty will not be
tolerated and students will receive an F on any assignment or exam the instructor
determines is in violation of the academic honesty policy. Academic dishonesty includes
the following offenses:
1) Claiming as your own work a paper written by another student.
2) Turning in a paper that contains paraphrases of someone else’s ideas but does not give
proper credit to that person for those ideas.
3) Turning in a paper that is largely a restatement in your own words of a paper written
by someone else, even if you give credit to that person for those ideas. The thesis and
organizing principles of a paper must be your own.
4) Turning in a paper that uses the exact words of another author without using quotation
marks, even if proper credit is given in a citation, or that changes the words only slightly
and claims them to be paraphrases.
5) Turning in the same paper, even in a different version, for two different courses
without the permission of both professors involved.
6) Using any external source (notes, books, other students, etc.) for assistance during an
in-class exam, unless given permission to do so by the professor.

College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code
that, when identified, are investigated. Each incident will be examined to determine the
degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a
misunderstanding will handled by the instructor. A written intervention designed to help
prevent the student from repeating the error will be given to the student. The
intervention, submitted by form and signed by both the instructor and the student, will be
forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or
others having knowledge of the incident to the Dean of Students. A student found
responsible by the Honor Board for academic dishonesty will receive a XF in the course,
indicating failure of the course due to academic dishonesty. This grade will appear on the
student’s transcript for two years after which the student may petition for the X to be
expunged. The student may also be placed on disciplinary probation, suspended
(temporary removal) or expelled (permanent removal) from the College by the Honor
Board.

Students should be aware that unauthorized collaboration—working together without
permission—is a form of cheating. Unless the instructor specifies that students can work
together on an assignment, quiz and/or test, no collaboration during the completion of the
assignment is permitted. Other forms of cheating include possessing or using an
unauthorized study aid (which could include accessing information stored on a cell
phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.
Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

Disability Statement
If you are in need of accommodations for this course due to a disability, please contact the Center for Disability Services at SNAP@cofc.edu or (843) 953-1431. The instructor is very willing to make any adjustments necessary to address all student needs.

Course Schedule
Listed below are the reading assignments for each class. The instructor reserves the right to modify this schedule as necessary. The supplemental readings have been placed on e-reserves found through Web CT.

August 26-31  Introduction & Origins of the Presidency
Edwards & Wayne Chp. 1
Ellis & Nelson Chp. 1
Article II of the US Constitution
http://www.archives.gov/exhibits/charters/constitution_transcript.html
Federalist Papers 67-77
http://www.foundingfathers.info/federalistpapers/

September 4-14 The Presidential Nomination
Edwards & Wayne, Chp. 2
Ellis & Nelson Chp. 2
Electronic Reserve Articles:
Films: Chisholm ’72: Unbought and Unbossed
Staffers ’04

September 16-23 The Presidential Election
Edwards & Wayne, Chp. 3
Ellis & Nelson, Chp. 3
Electronic Reserve Articles:


Film: *Journeys with George*

**Sept. 25-Oct. 2**
*The President and the Public*
Edwards & Wayne, Chp. 4
Ellis & Nelson Chp. 6
*FDR*: Greenstein Chps. 1 & 2
Film: *The Day Reagan Was Shot*

**October 5-7**
*The President and the Media*
Edwards & Wayne, Chp. 5
Ellis & Nelson Chp. 5
*Truman*: Greenstein Chp. 3
Electronic Reserve Article:

**October 9**
*Midterm Exam*

**October 12**
*No Class – Fall Break*

**October 14-16**
*The President’s Office*
Edwards & Wayne, Chp. 6
Ellis & Nelson Chp. 4
*Eisenhower*: Greenstein Chp. 4
*Kennedy*: Greenstein Chp. 5

**October 19-23**
*Decision Making*
Edwards & Wayne, Chp. 7
*LBJ*: Greenstein Chp. 6
*Nixon*: Greenstein Chp. 7

**October 26-30**
*On the Couch: The Psychological Presidency*
Edwards & Wayne, Chp. 8
Ellis & Nelson Chps. 11
# | Tenure | President (Party) | State | Vice President(s)
--- | --- | --- | --- | ---
1 | 1789-1797 | George Washington (F) | VA | John Adams
2 | 1797-1801 | John Adams (F) | MA | Thomas Jefferson
3 | 1801-1809 | Thomas Jefferson (D-R) | VA | Aaron Burr, George Clinton
4 | 1809-1817 | James Madison (D-R) | VA | George Clinton, Elbridge Gerry
5 | 1817-1825 | James Monroe (D-R) | VA | Daniel D Tompkins
6 | 1825-1829 | John Quincy Adams (D-R) | MA | John C Calhoun
7 | 1829-1837 | Andrew Jackson (D) | TN | John C Calhoun, Martin Van Buren
8 | 1837-1841 | Martin Van Buren (D) | NY | Richard M Johnson
9 | 1841 | William Henry Harrison (W) | IN | John Tyler
10 | 1841-1845 | John Tyler (W) | VA | None
11 | 1845-1849 | James K. Polk (D) | TN | George M Dallas
12 | 1849-1850 | Zachary Taylor (W) | KY | Millard Fillmore
13 | 1850-1853 | Millard Fillmore (W) | NY | None
14 | 1853-1857 | Franklin Pierce (D) | NH | William R King
15 | 1857-1861 | James Buchanan (D) | PA | John C Breckinridge
16 | 1861-1865 | Abraham Lincoln (R) | IL | Hannibal Hamlin, Andrew Johnson
17 | 1865-1869 | Andrew Johnson (D) | TN | None
18 | 1869-1877 | Ulysses S. Grant (R) | OH | Schuyler Colfax, Henry Wilson
19 | 1877-1881 | Rutherford B. Hayes (R) | OH | William A Wheeler
20 | 1881 | James A. Garfield (R) | OH | Chester A Arthur
21 | 1881-1885 | Chester A. Arthur (R) | NY | None
22 | 1885-1889 | Grover Cleveland (D) | NY | Thomas Hendricks
23 | 1889-1893 | Benjamin Harrison (R) | IN | Levi P Morton
24 | 1893-1897 | Grover Cleveland (D) | NY | Adlai E Stevenson
25 | 1897-1901 | William S. McKinley (R) | OH | Garret A Hobart, Theodore Roosevelt
26 | 1901-1909 | Theodore Roosevelt (R) | NY | Charles W Fairbanks
27 | 1909-1913 | William Howard Taft (R) | OH | James S Sherman
28 | 1913-1921 | Woodrow Wilson (D) | NJ | Thomas R Marshall
29 | 1921-1923 | Warren G. Harding (R) | OH | Calvin Coolidge
30 | 1923-1929 | Calvin Coolidge (R) | MA | Charles G Dawes
31 | 1929-1933 | Herbert Hoover (R) | CA | Charles Curtis
32 | 1933-1945 | Franklin D. Roosevelt (D) | NY | John N Garner, Henry A Wallace
33 | 1945-1953 | Harry S Truman (D) | MO | Alben W Barkley
34 | 1953-1961 | Dwight D. Eisenhower (R) | KS | Richard M Nixon
35 | 1961-1963 | John F. Kennedy (D) | MA | Lyndon B Johnson
36 | 1963-1969 | Lyndon B. Johnson (D) | TX | Hubert H. Humphrey
37 | 1969-1974 | Richard M. Nixon (R) | CA | Spiro T Agnew, Gerald Ford
38 | 1974-1977 | Gerald R. Ford (R) | MI | Nelson Rockefeller
39 | 1977-1981 | James Earl Carter (D) | GA | Walter Mondale
41 | 1989-1993 | George H.W. Bush (R) | TX | Dan Quayle
42 | 1993-2001 | William Jefferson Clinton (D) | AR | Albert Gore
43 | 2001-2009 | George W. Bush (R) | TX | Richard Cheney
44 | 2009-present | Barack Obama (D) | IL | Joseph Biden

D = Democrat; D-R = Democratic Republican; F = Federalist; R = Republican
Ford: Greenstein Chp. 8
Carter: Greenstein Chp. 9

November 2-6  Executive Politics
Edwards & Wayne Chp. 9
Ellis & Nelson Chps. 9 & 10
Reagan: Greenstein Chp. 10
Electronic Reserve Article:

November 9-13  Legislative Politics
Edwards & Wayne, Chp. 10
Ellis & Nelson Chp. 7
GHW Bush: Greenstein Chp. 11
Electronic Reserve:

November 16-23  Judicial Politics
Edwards & Wayne Chp. 11
Ellis & Nelson Chp. 8
Clinton: Greenstein Chp. 12

November 23  Research Paper Due

November 25-27  No Class – Thanksgiving Break

Nov. 30-Dec. 4  Domestic Politics
Edwards & Wayne, Chp. 12
GW Bush: Greenstein Chp. 13
Greenstein Chp. 14
Electronic Reserve Article:

December 7  Wrap-up
Ellis & Nelson Chp. 12

**FINAL EXAM Friday December 11, 2009, 12:00-3:00 pm**
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Philip H. Jos
Email: josp@cofc.edu
Phone: 5704

Department or Program Name: POLI
School name: HSS

Course Prefix, Number, and Title: POLI 326 American Politics and Mass Media

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

- [ ] X New Course (attach syllabus)
- [ ] X Change Number
- [ ] Change Title
- [ ] Change Credits/Contact hours
- [ ] Prerequisite Change
- [ ] Edit Description
- [ ] X Approve for Cross-listing (attach rationale and written permission from relevant department)
- [ ] Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2014

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

POLI 101 or permission by Instructor

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

- [ ] Yes
- [ ] No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 1/2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable?

- [ ] Yes
- [ ] X No

If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

Explores how political discourse and institutions are changing with the current mass communication technology and practice. This course provides a basic introduction to media law, economics and regulation, and pays special attention to the intersection of the media practices and campaigns, the presidency, public opinion, policymaking and war.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 200 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Analyze the influence of mass media on political institutions and the public.</td>
<td>Final Exam (1)</td>
</tr>
<tr>
<td></td>
<td>Class Participation</td>
</tr>
<tr>
<td>2. Critically examine the concepts of objectivity and bias</td>
<td>Bias Paper (1)</td>
</tr>
<tr>
<td></td>
<td>Class Participation</td>
</tr>
<tr>
<td>3. Demonstrate an ability to assess diverse perspectives on the importance of the media and its role in democracies</td>
<td>Media Watch Paper (1)</td>
</tr>
<tr>
<td></td>
<td>Class Participation</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Knowledge of political systems including their institutions and processes.
2. Ability to distinguish one's own views from those of others and defend one's own position.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature] Date: 11/3/2011

2. Signature of Academic Dean:

   [Signature] Date: 11/4/11

3. Signature of Provost:

   [Signature] Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   [Signature] Date:

5. Signature of Faculty Senate Secretary:

   [Signature] Date:

   Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
American Politics and Mass Media

Dr. Michael Lee
Office: 9 College, Room 303
Office Hours: Monday: 9:30-11:00
            Tuesday: 1:45-3:15
Email: leem@cofc.edu (preferred method of contact)
Office phone: 843-953-8125

This course examines the relationship between American political institutions, the public, and the mass media. Generally, we will analyze the importance of media in cultivating political attitudes, the impact of media on political campaigns, policies, and institutions, and the control of media often exercised by politicians. In order to assess these broad issues, this course traces two concepts, objectivity and bias, through the history of the mass media and political theories of democracy. We will address related issues such as framing, objectivity, narratives, and news cycles. Along the way, we will debate questions such as a) what is the importance of media in democracies and b) beyond entertainment, what real use value does news have in citizens' lives? We will examine the consequences of coverage on the ways in which politics is understood by the public. To close the course, we will examine the journalistic quality of Gonzo “reporters” who take direct aim at the norms of journalism and the social standing of elected officials. In sum, this course combines perspectives from communication, philosophy, political science, history, and economics in order to gain a full picture of media in the U.S. political culture.

Assigned Texts:
Kathleen Hall Jamieson and Joseph Capella, Echo Chamber: Rush Limbaugh and the Conservative Media Establishment (Oxford University Press, 2008)
Walter Lippmann, Liberty and the News (Book Jungle, 2008)
Matt Taibbi, Spanking the Donkey: Dispatches from the Dumb Season (Three Rivers Press, 2006)

Additional readings will be available on WebCT

Student familiarity with current political events is essential to success in this course. Students should register for a major newspaper for free online and become familiar with national opinion journalists. Free papers with comprehensive political reporting include the New York Times (www.nytimes.com) and The Washington Post (www.washingtonpost.com).
Course Requirements
Read the following policies carefully. Enrollment in the class constitutes agreement and understanding of these policies. Ignorance of these policies will not be an acceptable excuse for violating them.

Honor Code: At the College of Charleston, student conduct, including but not limited to academic honesty, is held to a high standard. Scholastic dishonesty is defined as any act violating the rights of another student in academic work or involving the misrepresentation of a students' own work. Students who violate the College of Charleston's guidelines on academic honesty risk earning zero points on the relevant assignment, an F for the course, and a permanent academic record mark. Please see http://www.cofc.edu/StudentAffairs/general_info/honor_system/ for additional details.

Tardiness: Come to class on time. If you must arrive late, please arrange that with me ahead of time. The same goes for leaving class early.

Late & Unfinished Work – I only accept hard copies of papers. Turning work in late is highly discouraged. Any material turned in late will be reduced 10 points per calendar day late. Please arrange to turn in assignments early if you plan to be absent on the day an assignment is due.

Email – I check my email regularly during normal business hours and am usually prompt in responding to messages. When given an assignment, please anticipate problems in advance and talk to me about it in class or send me an email with some time allotted for a response. As a general rule, try to allot 48 hours for a response to your emails.

Grievance Procedure - Occasionally, students are dissatisfied with some dimension of a course. In such cases, students should make grade appeals on specific assignments within one week of the return of the assignment. After that period has expired, the grade issued is final.

Special Needs - The College of Charleston provides reasonable accommodations to students who have disabilities, including learning disabilities, which may affect their capacity to participate in course activities or to meet course requirements. If you have any such needs, please talk to me as soon as possible.

Assignments:
*Final course grades are the result of an entire semester of quality work. To ensure a satisfactory course grade, students must succeed throughout the semester.

1. Participation: 100 points
2. Bias Paper: 300 points
3. Media Watch Presentation: 300 points
4. Final: 300 points

Class Participation, Class Activities, Quizzes (100 points)
This course is designed to provide students with a clear method to understand public controversies concerning media and politics. As such, we will discuss controversial questions
during the semester. In a general sense, the success of this process depends on the willingness of students to read before class and be ready to discuss the readings. Students who do not attend class regularly will receive lower participation grades. Students who attend class without being ready to participate will receive a lower class participation grade. The highest participation grades are reserved for those students whose attendance and comments about the readings and course materials are regular. Participation grades will be taken very seriously and I highly encourage all students to actively participate in course discussions and activities throughout the semester. Quizzes will only be given if I become convinced that the readings are not directing class discussion.

Two final notes about participation:
1. A major theme is evident in each week’s readings. This theme is evident in both the theoretical readings on argument as well as historical case studies. Since a concept is developed each week, it is imperative that students complete and understand the assigned theoretical readings before we move to the examples.
2. Since a portion of this course will be dedicated to public presentations, there must be a “public” present. Thus, attendance during the last three classes when the presentations are scheduled is mandatory. Failure to attend class then will result in a 10-point deduction from your presentation grade.

Participation grading scale
A participation = Demonstrates thorough engagement with course readings and relevant media – Consistently asks challenging questions and makes informed judgments that draw distinctions between relevant concepts discussed in course readings, media, and lecture concepts – Asks questions that challenge core assumptions of readings, pundit, and course concepts in innovative ways – Is assertive about working comments and questions into discussion – Demonstrates that comments and discussion questions have been prepared in advance – Relates comments to other group’s discussion questions
B participation = Less frequent and challenging than A level participation – Demonstrates good grasp of lecture topics, readings, and relevant media – Comments are well-informed
C participation = Average demonstration of knowledge of course concepts – Sporadic participation – Comments are not well-prepared or organized in advance – Comments are of a descriptive rather than critical nature – Is present and on-time for each class
D participation = Very infrequent participation – Primarily descriptive comments
F participation = If I have a hard time remembering your name well into the course, you risk a failing participation grade

Bias Paper (7-9 pages, 300 points, due: 3/2)
Students will be given a prompt or question concerning major themes from the first portion (“bias”) of the course and asked to take a position, state a thesis, develop arguments, and provide evidence where necessary. Some outside research may be necessary; however, this assignment is not intended to be a “research paper” and is instead designed to demonstrate your grasp of course concepts. Citing the course readings, either favorably or unfavorably, is especially encouraged as you make your case. I will distribute the specific paper prompt in February. In addition to the merit of your case, the quality of your writing figures heavily in my evaluation of
Paper Grading Criteria

In addition to argumentative content, I have high expectations for the quality and clarity of written assignments. In order to clarify these expectations, I will distribute several writing handouts throughout the semester that explain basic writing principles and tactical suggestions. Additionally, the following grade definitions should serve as a preliminary indicator of how your paper will be judged.

A paper - Paper offers a succinct and clearly stated thesis that guides the essay. Your thesis should be provocative, possibly addressing an issue from a perspective that most readers have not considered, perhaps even changing the way they look at it altogether. To construct such a thesis, investigate the full range of positions on your issue. Carefully examine the underlying assumptions, values, ethos, and use of evidence in your sources, instead of taking them at face value. As always, you should demonstrate a command of written style, voice, mechanics, and syntax. The paper is clearly outlined within the first few paragraphs with a thorough preview that assists the reader in following the paper's major arguments. Paragraphs are fully developed and follow naturally from what precedes them; the introduction brings the reader into the case and the conclusion reinforces the reader's confidence in the writer's control of the paper. The style is appropriate to the writer's audience and purpose; stylistic variety is used for emphasis; the prose is clear, apt, free of errors and occasionally memorable. Evidence and citations are used effectively and are formatted correctly. A papers skillfully integrate necessary descriptiveness with critical analysis.

** Students sometimes feel that the best papers are those that are written in the most complicated prose. More often than not, complicating a clear paper with confusing prose or syntax reduces the coherence of the paper as well as the student's grade.

B paper - Often, this is the kind of paper that revision could have made into an A paper. The paper fits within an effectively defined scope, providing a clear thesis and strong textual evidence to support the argument. The prose of a B paper is persuasive and controlled, containing few major syntactical or grammatical errors. Paragraphs are cohesive. Some transitions may be weak or mechanical. The logic of the paper is clear but not as sophisticated as that of an A paper. Interpretations of theories are plausible and supported with textual evidence; more than one source is considered. The arguments may be on the obvious or predictable side, though the writer does not consistently settle for the obvious. The reasoning is better than adequate; it is thoughtful, with some awareness of other points of view. The introduction and conclusion are clear, but perhaps not as forceful or appropriate to the case or audience as they could be. Paragraphs follow well and are appropriately divided. The expression demonstrates attention to sentence-level concerns. Not only is sentence structure correct, but subordination, emphasis, sentence length, and stylistic variation are generally used effectively. Some sentences could be improved, but it would be surprising to find serious sentence errors - comma splice, fragments, or fused sentences—in a "B" paper.

** Papers that slip into the B- range may have a simplistic thesis or develop sections of the paper that are unrelated to the thesis. Evidence may be lacking in key sections of the paper. Limited conceptual/theoretical problems may also result in a B- grade or lower.Writing and/or
organization may negatively affect readability. B- papers may be overly critical without
evidence, rely too much on unsubstantiated or undocumented information, or be too descriptive
without developing a critical edge.

C paper – C papers take a clear stand on one debatable claim and provide sufficient evidence to
support that position. Paper responds adequately to the essay topic, providing an argument that
may be general or somewhat obvious. The thesis may be too broad or too general, or the writer
may not have expressed a clear exigence for the paper’s intended audience. Though an effort has
been made to support the case with arguments, the arguments may be obvious or predictable; the
paper may even lack some pertinent information. The paper may lack sufficient or appropriate
textual evidence. The paper may need work on organization, paragraph development, and
transitions. The logic of the paper may be strained and/or inconsistent. C (average) papers
reflect average writing. Sentence structure is generally correct, although there may be a lack of
elements such as subordination, sentence variety, and stylistic devices to achieve emphasis.
Comma splices, unintentional fragments, fused sentences, subject/verb disagreements, and other
mechanical errors may bring an otherwise fine paper into the low C or even D range.

D paper – Paper may lack a clear thesis or coherent argument, or fail to offer supporting
evidence from the text. The prose of a D paper may exhibit significant grammatical and/or
stylistic problems. Lack of proofreading may turn an otherwise adequate paper into a D paper,
regardless of the quality of reasoning present. The logic and/or structure of the paper are
difficult to follow. The D paper demonstrates a limited sense of purpose. Necessary arguments
or evidence may be out of order and/or missing; irrelevant arguments may instead be present.
The introduction may be unclear or nonexistent, paragraphs may not be well developed or
arranged, and transitions between paragraphs and/or ideas may be confusing or missing.

F paper – The paper displays a lack of understanding of basic principles that guide scholarly
endeavors. Examples include but are not limited to gross mistakes in citing source materials as
well as significant errors in framing the paper. The case study or supporting arguments may be
seriously flawed and unable to withstand even casual scrutiny.

Media Watch Collaboration (300 points)
The last three class periods of the semester are devoted to class presentations. Groups of 4
students will collaborate to gather data, analyze, and present findings regarding an aspect of
media coverage of the presidential election of their choosing. The presentations should feature a
substantial speaking component for each student (at least 4-5 minutes) and should demonstrate a
clear argument with evidence to the class. In this case, presenting evidence means exhibiting
quotations, playing video clips, student-collated montages, web pages, and/or distributing
handouts. This evidence should be collected over the course of 4 weeks. Consider these basic
tasks of the assignment:

- Form a group and schedule a topic meeting with me before March 1.
- Decide your overall topic as well as how labor will be divided within the group (i.e. –
  Overall topic: comedic news / Division of labor: 2 students watch The Daily Show twice
  a week and 2 students watch The Colbert Report twice a week).
- What is your group’s overall evaluation? Your thesis must evaluate, not just describe,
your selected program’s content and/or coverage style.
• Assemble your presentation so that each presenter advances your overall thesis. Division of labor is a key consideration; students should avoid excessive summary and repeating the claims of their partners. Thus, each student’s presentation should make a unique contribution to the group’s presentation. Presentations are expected to be no less than 25 minutes and no more than 35 minutes. If the group progresses beyond 35 minutes, I may have to stop your presentation to allow another group to present that day. Potential topics include the favorable or unfavorable coverage of particular issues, the impact or irrelevance of the blogosphere, coverage styles of particular networks, and many others. Your group may consider issues such as coverage themes, coverage time allocation, coverage organization, and/or the broader value of a coverage theme. Groups are encouraged to be innovative regarding their topic choices. Depending on your topic choice, students may collect data from major nightly news shows, or 24-hour cable news, internet news, major national papers, or additional outlets. Please play well with others. Everyone should pull their weight within the group; please let me know if a group member is not contributing. In addition to evaluating the content, organization, and evidence of each presentation, I will also be grading public presentation skills. All groups are encouraged to collaborate with the College of Charleston’s Speaking Lab to improve speaking ability and facility with visual aids (see: http://www.cofc.edu/studentlearningcenter/speaking/).

Final Exam (300 points)
Test questions will take a variety of forms including multiple choice, true/false, short answer, and essay. The test will cover materials presented since the beginning of the semester.

Grading Scale - Final course grades are assigned on the following scale:
93-100 % = A  
80-82 % = B-  
67-69 % = D+
90-92 % = A-  
77-79 % = C+  
63-66 % = D
87-89 % = B+  
73-76 % = C  
60-62 % = D-
83-86 % = B  
70-72 % = C-  
59 % and below = F

Course Schedule:
***Students will need to access WebCT to find some readings listed on this schedule. Those readings will need to be printed and brought to class. The following course schedule may be changed according to the flow of discussions, assignments, or current events. Students will be given ample warning in the event of a change. Also, as I learn more about your interests, the readings may change slightly. Thus, it is always helpful to tell me about your impressions of the readings during discussion.

Section 1: Bias
T: 1/12 – Introduction

R: 1/14 – The Role of the Press: The Ideal and the Real
  *read – Kathleen Hall Jamieson and Paul Waldman, “The Press as Storyteller” and “The Press as Custodian of Fact” (WebCT)

T: 1/19 – A History of Objectivity
  *read – Lippmann, Liberty and the News, Ch. 1 & 2
R: 1/21 – Walter Lippmann and John Dewey  
*read – Lippmann, *Liberty and the News*, Ch. 3

T: 1/26 – Defining Bias  
*read – Lippmann, *Liberty and the News*, afterword  
*read – Schudson, review of *Liberty and the News* (WebCT)

R: 1/28 – Propaganda and Bias  
*read – Baym, *From Cronkite to Colbert*, Ch. 1 & 2

T: 2/2 – Liberal Bias I  
*read – Jamieson and Capella, *Echo Chamber*, Ch. 9 & 10

R: 2/4 – Liberal Bias II  
*read – Coulter, *Slander* (WebCT)

T: 2/9 – Conservative Bias I  
*read – Alterman, *What Liberal Media?* (WebCT)

R: 2/11 – Conservative Bias II  
*read – Brock, *The Republican Noise Machine* (WebCT)

T: 2/16 – Bias toward Established Power I  
*read – Baym, *From Cronkite to Colbert*, Ch. 3 & 4

R: 2/18 – Bias toward Established Power II  
*read – Scott McClellan, *What Happened* (WebCT)

T: 2/23 – Bias toward Sensationalism  
*read – George Saunders, “Brain Dead Megaphone” (WebCT)

Section 2: Conservative Media Culture  
R: 2/25 – Conservative Media History  
*read – read Jamieson and Capella, *Echo Chamber*, Ch. 1 & 2

T: 3/2 – Conservative Media Culture I  
*read – read Jamieson and Capella, *Echo Chamber*, Ch. 3 & 4  
BIAS PAPER DUE

R: 3/4 – Conservative Media Culture II  
*read – read Jamieson and Capella, *Echo Chamber*, Ch. 5 & 6

T: 3/9 – Spring Break

R: 3/11 – Spring Break
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Claire Curtis  Email: curtisc@cofc.edu  Phone: 843.953.6510

Department or Program Name: Political Science  School name: Humanities and Social Science

Course Prefix, Number, and Title: POLI 327: Political Parties

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New Course (attach syllabus)</td>
<td>□ Change Number</td>
<td>□ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Title</td>
<td>□ Delete Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

☑ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

POLI 101 or permission of the instructor.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

<table>
<thead>
<tr>
<th>Political Science Major and minor</th>
</tr>
</thead>
</table>

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? ☐ yes ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course examines the nature, functions, organization and activities of political parties in the American political system. Emphasis is placed on parties as democratic organizations as well as their role in government and in the electorate, both historically and in contemporary electoral politics.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 2 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1) Identify and explain the historical development and contemporary structure of American political parties</td>
<td>Midterm and Final exams; students are expected to pass the course</td>
</tr>
<tr>
<td>2) Evaluate the evolution, functioning and consequences of political parties in the United States</td>
<td>Brief response papers (weekly); volunteer response paper</td>
</tr>
<tr>
<td>3) Demonstrate critical thinking and writing skills related to political parties in the United States</td>
<td>Two essays, brief response papers (weekly)</td>
</tr>
<tr>
<td>4) Demonstrate an analytical, social scientific disposition toward American politics</td>
<td>Two essays, midterm and final exam</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course aligns with the following Program Learning Outcomes:
1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations — this course's 1st outcome aligns with this one; by explaining the historical development and contemporary structure of American political parties, students' skills in this area with relation to the United States will be reinforced.
3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces — this course's 2nd outcome aligns with this one; by evaluating the evolution, functioning and the consequences of political parties in the U.S. (thus creating a greater understanding of how and why Americans think about and behave in politics via parties), students' skills in this area will be reinforced in this course.
4. Demonstrate understanding of readings, analyze texts critically, effectively write papers — this course's 2nd and 3rd outcomes align with this one; by evaluating the evolution & consequences of political parties and by demonstrating critical thinking and writing skills, students' skills in this area will be reinforced in this course.
6. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers — this course's 4th learning outcome aligns with this one; by formulating skills that demonstrate a social scientific disposition toward American politics, students' skills in this area will be introduced in this course.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

This course does not overlap any existing course.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   Date: 11/3/2011

2. Signature of Academic Dean:

   Date: 11/4/11

3. Signature of Provost:

   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   Date: 

5. Signature of Faculty Senate Secretary:

   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLI 327 Political Parties

Political parties are important because they promote several ingredients essential to the vitality of democracy, such as citizen mobilization and participation, compromise between different groups and interests, discussion of important issues, and responsibility and accountability in our government. In the United States, political parties have been successful at achieving some of these aspects but not so successful at others—a situation that has caused conflict regarding the role that political parties should play in our democracy.

This course is designed to examine the evolution and contemporary structure of American political parties. In particular, the course will investigate the following topics: the functions and structure of competition of U.S. parties, the persistence and change of these parties over time; the components of political parties as legally recognized organizations; the role political parties play in campaigns and elections; party brand loyalty and American voters; the role of parties in Congress and the White House; and the future of political parties in America. Students should leave this course with a critical understanding of the evolution and functioning of political parties in contemporary America, as well as informed opinions as to the appropriate role of political parties.

Required Readings

The following required textbooks are available at the University Bookstore:


In addition to chapters from these texts, selected articles will also be required readings for some class periods. These articles have been placed on the course’s OAKS web site.

Learning Outcomes

After completion of this course, students will be able to:

1) Identify and explain the historical development and contemporary structure of American political parties
2) Evaluate the evolution, functioning and consequences of political parties in the United States
3) Demonstrate critical thinking and writing skills related to political parties in the United States
4) Demonstrate an analytical, social scientific disposition toward American politics

Student Evaluations and Course Expectations

Although much of the class periods will be occupied by lecture, class discussion will play a vital role in our learning environment, and each student should be prepared to discuss the required readings in depth. To ensure this process, each student is required to think critically about and produce a brief response (no more than one-half page) to the readings each class period. The majority (60%) of the class participation grade will reflect these response papers, which will be evaluated for three points each. There will be no response due on Tuesday, Oct. 19 (which entails a review of previous readings) or on Tuesday, Oct. 26 (due to the mid-term exam).

In addition, each student will be expected to perform some type of volunteer activity related to party politics. Students are expected to write a two-page response that reflects upon their own experiences. All students should be in contact with the instructor to discuss appropriate volunteer activities. Evaluated as a part of class participation (40% of the class participation grade), this response may be completed any time during the quarter but must be handed in before the final exam.

The mid-term and final exams will cover material presented in lectures and readings. The final exam will not be cumulative; that is, the final exam will cover lectures and readings for the second half of the quarter only.

In addition, students are expected to complete two essays (approximately four pages in length) related to the material presented in class lectures and the readings. The first essay will ask you to reflect critically about the consequences of the two-party system in the United States; the second essay will ask you to reflect upon the appropriate roles of parties in political campaigns. More detailed instructions regarding the content of essays will be distributed closer to the due dates.
<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Exam</td>
<td>25%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Short Essays (2)</td>
<td>30%</td>
<td>(120 points; 60 points each)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20%</td>
<td>(80 points total)</td>
</tr>
<tr>
<td>Response papers</td>
<td></td>
<td>(48 points; 3 points each)</td>
</tr>
<tr>
<td>Volunteer activity</td>
<td></td>
<td>(32 points)</td>
</tr>
</tbody>
</table>

Total: 100% (400 points)

Failure to take exams or turn in essays by the deadlines outlined below WILL result in an E for that assignment, unless the student has made other arrangements with the instructor IN ADVANCE.

**Academic Honesty:**
Students at the College of Charleston are expected to uphold the College’s Honor Code and Student Code of Conduct for appropriate academic conduct. Forms of academic dishonesty that are violations of those standards include — but are not limited to — plagiarism, lying, attempted cheating, cheating and any dishonest practices in connection with assignments or exams. All work is expected to be your own, and students are expected to complete all assignments without consulting other students (of course, the instructor is available to answer any questions that you may have). Any instances of suspected academic dishonesty will be reported to the Dean of Students and handled according to the College’s disciplinary procedures. For more information on the Honor System, see: [http://studentaffairs.cofc.edu/honor-system/index.php](http://studentaffairs.cofc.edu/honor-system/index.php)

**Responsible Participation in Class Discussions:**
Although some of the class periods will be occupied by lecture, class discussion will play a vital role in our learning environment. Therefore, each student should think critically about the required readings before each class and be prepared to make thoughtful contributions to class discussion. Responsible participation in class discussion is gauged by how engaged you are in the class session and the quality (not necessarily the quantity) of your participation in class. In addition, students should refrain from statements or actions that disrupt the flow of class (such as arriving late, leaving class early, using cell phones / text messaging in class, using computers or the Internet in class, etc.). Points for class participation will be docked from the final grade as necessary for those whose language and behavior are considered to be disruptive.

**Sensitive Issues:**
This course will explore some topics and questions that many would consider to be sensitive and/or controversial, and we should keep in mind that our discussions should reflect a constructive dialogue. All students are encouraged to openly discuss their views, as long as other viewpoints are treated with respect and an open mind. While disagreement is fine — and even expected, given the nature of the topic — all students should remain respectful of all ideas and beliefs. Students who make comments that are blatantly out of decorum, inflammatory or disrespectful to either the instructor or a fellow student will be reprimanded as appropriate.

**Students with Special Needs or Circumstances:**
This course strives to be inclusive of all students. Those who need an academic accommodation based on the impact of a disability or other special need should contact me within the first two weeks of the semester to discuss appropriate arrangements to be made. Students who request such accommodations must make the appropriate notifications and arrangements with the Center for Disability Services (located in Suite 104 of the Lightsey Center) before accommodations will be made.

Similarly, any student who anticipates needing an excused absence from class (i.e., due to participation in collegiate athletics or for legitimate academic or religious reasons) should let me as soon as possible. Students who do not attend a class session due to a non-medical reason will not receive attendance / participation points unless their absences have been pre-approved by the instructor.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Curtis, Claire       Email: CurtisC@cofc.edu       Phone: 843.953.6510

Department or Program Name: Political Science       School Name: Humanities and Social Sciences
Course Prefix, Number, and Title: POLI 328 (Campaigns and Elections)

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered:

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

POLI 101 or permission of instructor

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes       ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Sci & Major/Minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes ☐ no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course analyzes American elections, campaigns, and voting behavior within the context of political representation and U.S. electoral rules and procedures. Students will be introduced to the principal theories and methods of the voting behavior literature and have the opportunity to examine those theories empirically using recent national election data.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 2 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Identify and explain how electoral rules and procedures in the United States affect election outcomes.</td>
<td>Two course exams</td>
</tr>
<tr>
<td>2. Evaluate and critically analyze the U.S. electoral system with respect to theories related to political representation.</td>
<td>Course discussion; two course exams</td>
</tr>
<tr>
<td>3. Compare and contrast theories of voting behavior.</td>
<td>Course discussion; two course exams</td>
</tr>
<tr>
<td>4. Relate historical developments to contemporary political issues, debates and outcomes related to campaigns and elections in the United States</td>
<td>Course discussion; course quizzes; short writing assignments</td>
</tr>
<tr>
<td>5. Demonstrate critical thinking and writing skills related to campaigns and elections in the United States</td>
<td>Course research paper</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.

3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces

4. Demonstrate understanding of readings, analyze texts critically, effectively write papers

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

[Signature]  Date: 11/3/2011

2. Signature of Academic Dean:

[Signature]  Date: 11/4/11

3. Signature of Provost:

[Signature]  Date: 11/10/11

4. Signature of Curriculum Committee Chair:

[Signature]  Date:

5. Signature of Faculty Senate Secretary:

[Signature]  Date:

Date Approved by Faculty Senate: _______________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Instructor: Erin S. McAdams  
Office: 114 Wentworth St., Room 207  
Office Phone: (843) 953-6479  
E-mail: mcdamse@cofc.edu  
Office Hours: MW, 11 a.m. to noon; TR, 1 to 3 p.m., and by appointment

Class Meeting: MWF  
10:00 to 10:50 a.m.  
Maybank Hall, Room 207

SYLLABUS
This course examines political behavior in the United States by specifically focusing on the social, psychological and institutional conditions that encourage (and hinder) Americans’ participation in the political process as well as traditional and revisionist models of voting behavior that explain Americans’ electoral decisions. Emphasizing political behavior in the 2004 and 2008 presidential elections, the course will also investigate the role of social capital, political information and media in voting as well as political behavior in non-presidential contests and systematic change in the American party system. Throughout the course, patterns to and changes in American political behavior – as well as their implications for the future of American democracy – will be highlighted.

Student Learning Outcomes
Upon completion of this course students will be able to:
1. Identify and explain how electoral rules and procedures in the United States affect election outcomes.
2. Evaluate and critically analyze the U.S. electoral system with respect to theories related to political representation.
3. Compare and contrast theories of voting behavior.
4. Relate historical developments to contemporary political issues, debates and outcomes related to campaigns and elections in the United States.
5. Demonstrate critical thinking and writing skills related to campaigns and elections in the United States.

Course Materials
The following are the required textbooks for this course, which are available at the College Bookstore:


NOTE: For some class sessions, additional required readings have been selected from beyond these textbooks. These readings (denoted in the schedule of readings below by **) are available for download on Web CT.
Student Evaluations and Course Expectations
Your grade for this course will be based on your performance in three areas.

<table>
<thead>
<tr>
<th>Exams</th>
<th>(three exams, each worth 20%)</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers</td>
<td>(two papers, each worth 15%)</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and Responsible Participation</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

The first part of your evaluation will be based on three exams, which will cover material presented in lectures and/or the assigned readings. These exams will be comprised of multiple-choice, short identification and essay questions; the final exam will not be cumulative, although some material presented in earlier portions of the course will serve as foundational blocks for material covered on the final exam. Exams will begin at the start of the class session and must be taken during the scheduled time on these dates. If you have an unbelievably good reason to miss the exam, you must get permission from me to miss it at least one class session prior to the test date and schedule a time for a make-up exam to be taken within one week of the regularly scheduled exam. Make-up exams will consist of essay questions only. If you miss an exam without prior permission, you will generally receive a score of zero for that exam. Each exam is worth 20 percent of your total grade.

Grades for this course are also based upon performance on two papers, each approximately four to five (double-spaced) pages, that respond to the course readings. The first paper will critically analyze Putnam’s book *Bowling Alone*), and the second paper will require students to think analytically about the determinants of voting behavior in the 2008 and 2010 elections. The guidelines for each paper assignment will be distributed in class and posted on WebCT. Each paper is due at the beginning of class (10 a.m.) on the dates that they are due (as specified below). All assignments will be docked ten (10) percentage points for each 24-hour period that they are late, unless you have received prior permission from me to extend the deadline due to a legitimate academic or medical reason. Any paper that is more than ten days late will therefore receive a score of zero for that assignment. **NOTE:** While technical “glitches” (such as computer or printing problems) do occur, students should account for these possibilities in planning their assignments. It is your responsibility to turn in assignments on time.

Finally, your grade will be based on class attendance and responsible participation. Class sessions will be comprised of lecture, exercises and class discussion. Students are expected to attend each class session and are responsible for knowing the material presented in class. Students who do not attend a class session will not receive attendance/participation points unless they can provide documentation that their absence was due to a legitimate academic, religious or medical reason, as determined by the instructor. Please note that in-class lecture notes will not be available to students who miss class unless their absence has been documented and approved by the instructor. Please note the definition of “responsible” participation for class discussions below.

**Your final grade will be assigned based on the following scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% or higher</td>
<td>93% to 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 92%</td>
<td>90% to 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89%</td>
<td>87% to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86%</td>
<td>83% to 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 82%</td>
<td>80% to 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 79%</td>
<td>77% to 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76%</td>
<td>73% to 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 to 72%</td>
<td>70% to 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67 to 69%</td>
<td>67% to 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 to 66%</td>
<td>63% to 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60 to 62%</td>
<td>60% to 62%</td>
</tr>
<tr>
<td>F</td>
<td>59% or lower</td>
<td>59% or lower</td>
</tr>
</tbody>
</table>
OTHER CLASS POLICIES

Academic Honesty:
Students at the College of Charleston are expected to uphold the College’s Honor Code and Student Code of Conduct for appropriate academic conduct. Forms of academic dishonesty that are violations of those standards include - but are not limited to - plagiarism, lying, attempted cheating, cheating and any dishonest practices in connection with assignments or examinations, including the collusion with other students on any take-home assignment for this course. All work is expected to be your own, and students are expected to complete all assignments without consulting other students (of course, the instructor is available to answer any questions that you may have). Any instances of suspected academic dishonesty will be reported to the Dean of Students and handled according to the College’s disciplinary procedures. For more information on the Honor System, see: http://studentaffairs.cofc.edu/honor-system/index.php

Responsible Participation in Class Discussions:
Although some of the class periods will be occupied primarily by lecture, class discussion will play a vital role in our learning environment. Therefore, each student should think critically about the required readings before each class and be prepared to make thoughtful contributions to class discussion. Responsible participation in class discussion is gauged by how engaged you are in the class session and the quality (not necessarily the quantity) of your participation in class.

In addition, students should refrain from statements or actions that disrupt the flow of class (such as arriving late, leaving class early, using cell phones / text messaging in class, using computers or the Internet in class, etc.). Points for class participation will be docked from the final grade as necessary for those whose language and behavior are considered to be disruptive.

Sensitive Issues:
This course will explore some topics and questions that many would consider to be sensitive and/or controversial, and we should keep in mind that our discussions should reflect a constructive dialogue. All students are encouraged to openly discuss their views, as long as other viewpoints are treated with respect and an open mind. While disagreement is fine - and even expected, given the nature of the topic - all students should remain respectful of all ideas and beliefs. Students who make comments that are blatantly out of decorum, inflammatory or disrespectful to either the instructor or a fellow student will be reprimanded as appropriate.

Students with Special Needs or Circumstances:
This course strives to be inclusive of all students. Those who need an academic accommodation based on the impact of a disability or other special need should contact me within the first two weeks of the semester to discuss appropriate arrangements to be made. Students who request such accommodations must make the appropriate notifications and arrangements with the Center for Disability Services (located in Suite 104 of the Lightsey Center) before accommodations will be made.

Similarly, any student who anticipates needing an excused absence from class (i.e., due to participation in collegiate athletics or for legitimate academic or religious reasons) should let me as soon as possible. Students who do not attend a class session due to a non-medical reason will not receive attendance / participation points unless their absences have been pre-approved by the instructor.
<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSION TOPIC &amp; REQUIRED READINGS</th>
<th>ASSIGNMENTS &amp; EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, Aug. 25</td>
<td><strong>Introduction to the Course</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[NO READINGS]</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>M, Aug. 30</td>
<td><strong>Political Participation and American Democracy</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conway, Ch. 1</td>
<td></td>
</tr>
<tr>
<td>W, Sept. 1</td>
<td><strong>Levels of Political Participation in the U.S.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abramson et al., Ch. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne, pp. 75-88 (in Ch. 3)</td>
<td></td>
</tr>
<tr>
<td>F, Sept. 3</td>
<td><strong>A. Socio-psychological Explanations of Political Participation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Social Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conway, Ch. 2</td>
<td></td>
</tr>
<tr>
<td>M, Sept. 6</td>
<td><strong>A Case Study: Gender and Political Participation</strong></td>
<td></td>
</tr>
<tr>
<td>W, Sept. 8</td>
<td><strong>A Case Study: Race and Political Participation</strong></td>
<td></td>
</tr>
<tr>
<td>F, Sept. 10</td>
<td><strong>Psychological Motivators</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conway, Ch. 3</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>M, Sept. 13</td>
<td><strong>B. The Role of Social Capital</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The Role of Social Capital</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Putnam, Sections I and II (with special attention to Ch. 1, 2 &amp; 9)</td>
<td></td>
</tr>
<tr>
<td>W, Sept. 15</td>
<td><strong>The Decline of Social Capital</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Putnam, Section III (with special attention to Ch. 10 &amp; 15)</td>
<td></td>
</tr>
<tr>
<td>F, Sept. 17</td>
<td><strong>Does Social Capital Matter?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Putnam, Sections IV and V (with special attention to Ch. 16, 21 &amp; 24)</td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>SESSION TOPIC &amp; REQUIRED READINGS</td>
<td>ASSIGNMENTS &amp; EXAMS</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>M, Sept. 20</td>
<td>Was Putnam Right? [NO READINGS]</td>
<td>PAPER #1 DUE</td>
</tr>
<tr>
<td>W, Sept. 22</td>
<td>The Political Environment</td>
<td>Conway, Ch. 4</td>
</tr>
<tr>
<td>F, Sept. 24</td>
<td>The Legal System</td>
<td>Conway, Ch. 5</td>
</tr>
<tr>
<td>M, Sept. 27</td>
<td>The Rational-Choice Perspective</td>
<td>Conway, Ch. 6</td>
</tr>
<tr>
<td>W, Sept. 29</td>
<td>Explaining Political Participation in the U.S.: An Overview</td>
<td>Conway, Ch. 7</td>
</tr>
<tr>
<td>F, Oct. 1</td>
<td>Does Political Participation Matter?</td>
<td>Conway, Ch. 8</td>
</tr>
<tr>
<td>M, Oct. 4</td>
<td>[NO READINGS]</td>
<td>EXAM #1</td>
</tr>
</tbody>
</table>

**PART III: THE STRUCTURE OF AMERICAN PRESIDENTIAL ELECTIONS**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSION TOPIC &amp; REQUIRED READINGS</th>
<th>ASSIGNMENTS &amp; EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, Oct. 6</td>
<td>The Nomination Process</td>
<td>Abramson et al., Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wayne, Ch. 4</td>
</tr>
<tr>
<td>F, Oct. 8</td>
<td>Campaigning in Nomination Elections</td>
<td>Wayne, Ch. 5 &amp; 6</td>
</tr>
<tr>
<td>M, Oct. 11</td>
<td>FALL BREAK [NO CLASS]</td>
<td></td>
</tr>
<tr>
<td>W, Oct. 13</td>
<td>Should the Nomination Process be Reformed?</td>
<td>Wayne, pp. 343-350 (in Ch. 10)</td>
</tr>
<tr>
<td>F, Oct. 15</td>
<td>The Electoral College</td>
<td>Wayne, Ch. 1</td>
</tr>
<tr>
<td>M, Oct. 18</td>
<td>Campaigning in General Elections</td>
<td>Abramson et al., Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wayne, Ch. 7</td>
</tr>
<tr>
<td>W, Oct. 20</td>
<td>Should the Electoral College be Altered?</td>
<td>Wayne, pp. 356-370 (in Ch. 10)</td>
</tr>
<tr>
<td>DATE</td>
<td>SESSION TOPIC &amp; REQUIRED READINGS</td>
<td>ASSIGNMENTS &amp; EXAMS</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>F, Oct. 22</td>
<td>The Role of Political Information</td>
<td></td>
</tr>
<tr>
<td>M, Oct. 25</td>
<td>Media and Political Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne, pp. 254-266 (in Ch. 8)</td>
<td></td>
</tr>
<tr>
<td>W, Oct. 27</td>
<td>Media and Political Information (cont'd)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne, pp. 266-292 (in Ch. 8)</td>
<td></td>
</tr>
<tr>
<td>F, Oct. 29</td>
<td>Does Political Information Matter?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne, pp. 354-356 (in Ch. 10)</td>
<td></td>
</tr>
<tr>
<td>M, Nov. 1</td>
<td>The Role of Money</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne, pp. 32-45 (in Ch. 2)</td>
<td></td>
</tr>
<tr>
<td>W, Nov. 3</td>
<td>The Role of Money (cont'd)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne, pp. 45-74 (in Ch. 2) and pp. 350-354 (in Ch. 10)</td>
<td></td>
</tr>
</tbody>
</table>

**PART IV: MODELS OF VOTING BEHAVIOR**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSION TOPIC &amp; REQUIRED READINGS</th>
<th>ASSIGNMENTS &amp; EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>F, Nov. 5</td>
<td>[NO READINGS]</td>
<td>EXAM #2</td>
</tr>
<tr>
<td>M, Nov. 8</td>
<td>The Columbia School: Social Forces &amp; the Vote</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abramson et al., Ch. 5</td>
<td></td>
</tr>
<tr>
<td>W, Nov. 10</td>
<td>The Michigan Model: Party Identification &amp; the Vote</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abramson et al., Ch. 8</td>
<td></td>
</tr>
<tr>
<td>F, Nov. 12</td>
<td>The Revisionist School: Issues and Candidate Characteristics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abramson et al., Ch. 6</td>
<td></td>
</tr>
<tr>
<td>M, Nov. 15</td>
<td>The Rochester School: The Economy &amp; the Vote</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abramson et al., Ch. 7</td>
<td></td>
</tr>
<tr>
<td>W, Nov. 17</td>
<td>Explaining Recent Presidential Elections: An Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abramson et al., Ch. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne, pp. 300-325 (in Ch. 9)</td>
<td></td>
</tr>
<tr>
<td>F, Nov. 19</td>
<td>Models of Voting in Congressional Elections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Abramson et al., Ch. 9 &amp; 10</td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>SESSION TOPIC &amp; REQUIRED READINGS</td>
<td>ASSIGNMENTS &amp; EXAMS</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>M, Nov. 22</td>
<td>Explaining the 2010 Congressional Elections</td>
<td>** Required Reading TBA</td>
</tr>
<tr>
<td>W, Nov. 24</td>
<td>THANKSGIVING BREAK</td>
<td>[NO CLASS]</td>
</tr>
<tr>
<td>F, Nov. 26</td>
<td>THANKSGIVING BREAK</td>
<td>[NO CLASS]</td>
</tr>
</tbody>
</table>

**PART V: PARTY SYSTEM CHANGE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSION TOPIC &amp; REQUIRED READINGS</th>
<th>ASSIGNMENTS &amp; EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, Nov. 29</td>
<td>Theories of Realignment</td>
<td>PAPER #2 DUE</td>
</tr>
<tr>
<td>W, Dec. 1</td>
<td>A Historical and Contemporary View of Partisan Change</td>
<td></td>
</tr>
<tr>
<td>F, Dec. 3</td>
<td>Is America Polarized?</td>
<td></td>
</tr>
<tr>
<td>M, Dec. 6</td>
<td>The Future of Political Behavior in the U.S.</td>
<td></td>
</tr>
<tr>
<td>Abramson et al., Ch. 11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The **FINAL EXAM** will be held as scheduled by the Registrar's Office, currently scheduled for **FRIDAY, DECEMBER 10 at 8 a.m.**
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Claire Curtis  Email: curtisc@cofe.edu  Phone: 843-953-6510

Department or Program Name: Political Science  School name: School of Humanities & Social Sciences

Course Prefix, Number, and Title: POLI 329: Public Opinion in American Politics

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

- New Course (attach syllabus)

- Change Course:
  - Change Number
  - Change Title
  - Change Credits/Contact hours
  - Prerequisite Change
  - Edit Description

- Delete Course:
  - Re-activate Course
  - Delete Course

- Approve for Cross-listing (attach rationale and written permission from relevant department)

- Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

POLI 101 or permission of the instructor

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) Yes  b) No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science Major and minor
COMM

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

5

Is this course repeatable? Yes  No  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course examines the formation, expression, and consequences of American public opinion in order to better understand how citizens think about and react to the political world. Special emphasis will be placed on the measurement of American public opinion through the use of polling and survey research methods.

IV. RATIONALE or JUSTIFICATION: if course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym and course number is part of a department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 200 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Identify and explain the central elements of the origins, nature and impact of public opinion in American politics</td>
<td>Midterm and final exams, qualitative assessment during class participation</td>
</tr>
<tr>
<td>2. Evaluate the impact of public opinion on American democracy in both a historical and contemporary context</td>
<td>Midterm and final exams, essay #2, qualitative assessment during class participation</td>
</tr>
<tr>
<td>3. Formulate skills related to the quantitative measurement of public opinion through polling and survey research methods</td>
<td>Essay #1</td>
</tr>
<tr>
<td>4. Develop an analytical, social scientific disposition toward American politics</td>
<td>Essay #1 and Essay #2</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course aligns with the following Program Learning Outcomes:

3. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces -- this course's 1st outcome aligns with this one: by explaining the origins, nature and impact of public opinion (thus creating a greater understanding of how and why Americans think about and behave in politics), students' skills in this area will be reinforced in this course.

4. Demonstrate understanding of readings, analyze texts critically, effectively write papers -- this course's 2nd outcome aligns with this one: by evaluating the impact of public opinion, students will need to demonstrate ability to analyze texts critically; thus, students' skills in this area will be reinforced in this course.

7. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers -- this course's 3rd learning outcome aligns with this one: by formulating skills in appropriate techniques to measure and research public opinion in the American context, students' skills in this area will be demonstrated in this course.

8. Demonstrate mastery of the independent research process -- this course's 3rd and 4th outcomes align with this one: by formulating skills related to the measurement of public opinion and by developing a social scientific disposition toward American politics, students will gain skills needed to approach the independent research process from a quantitative approach. Students' skills in this area will be introduced.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

This course is cross-listed with COMM 389, which is offered as an elective (not a part of the core requirements for the major or minor). A student may not earn credit for both courses.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

[Signature]

Date: 11/3/2011

2. Signature of Academic Dean:

[Signature]

Date: 11/4/2011

3. Signature of Provost:

[Signature]

Date: 11/18/2011

4. Signature of Curriculum Committee Chair:

[Signature]

Date: __________

5. Signature of Faculty Senate Secretary:

[Signature]

Date: __________

Date Approved by Faculty Senate: __________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLI 329 Public Opinion in American Politics

This course provides an introduction to the origins, nature and impact of public opinion in American politics, specifically examining the ways in which political attitudes are formed and organized. The course will also examine the measurement of public opinion and individual political attitudes through polling and survey research methods, the influence of mass media and political elites in shaping and responding to public opinion, and the role of public opinion on various issues. Finally, the course will consider the political ramifications of public opinion for elections and representation, emphasizing the role of public opinion in American democracy throughout the course.

Student Learning Outcomes
Upon completion of this course, students will be able to:
1) Identify and explain the central elements of the origins, nature and impact of public opinion in American politics
2) Evaluate the impact of public opinion on American democracy in both a historical and contemporary context
3) Formulate skills related to the quantitative measurement of public opinion through polling and survey research methods
4) Develop an analytical, social scientific disposition toward American politics

Course Materials
The following are the required textbooks for this course:

NOTE: Additional required readings have been selected for some class sessions. These readings (denoted below by **) are available for download on the course's MOODLE web site.

Student Evaluations and Course Expectations
Your grade for this course will be based on your performance in three areas.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>50%</td>
</tr>
<tr>
<td>(a mid-term and a final, each worth 25%)</td>
<td></td>
</tr>
<tr>
<td>Papers</td>
<td>40%</td>
</tr>
<tr>
<td>(two papers, each worth 20%)</td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; Responsible Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The first part of your evaluation will be based on two exams, which will cover material presented in lectures and/or the assigned readings. Worth 25 percent of the total grade in the class, the mid-term exam is currently scheduled for Monday, March 22, and will take place during the class session on that day. The final exam is also worth 25 percent of the total grade in the class and will take place as scheduled by the Registrar’s Office (currently scheduled for Thursday, May 13, at 9 a.m.). Comprised of multiple choice, short identification and short essay questions, the exams will assess your understanding of the core concepts of the course and your ability to apply them in the context of public opinion in the United States. If you have an unbelievably good reason to miss an exam, you must get permission from me to miss it at least one class session prior to the test date and schedule a time for a make-up exam to be taken within one week of the regularly scheduled exam. Make-up exams will be essay-only. If you miss an exam without prior permission, you will generally receive a score of zero for that exam.

The second part of your evaluation in the course will be based on your performance on two papers. Each worth 20% of the total grade in the class, the papers will require students to examine in-depth two components addressed in the course: first, the measurement of public opinion via survey research; and second, media and public opinion. The first paper is due at the start of class on Monday, March 1; the second paper is due at the start of class on Monday, May 3. Each paper should be approximately five double-spaced pages with appropriate margins and font; the guidelines for these papers will be distributed in class and posted on the course’s OAKS web site.

Finally, your grade will be based on class attendance and responsible participation. Students are expected to attend each class session and are responsible for knowing the material presented in class. Students who do not attend a
class session will not receive attendance / participation points unless they can provide documentation that their absence was due to a legitimate academic, religious or medical reason, as determined by the instructor. This component is worth 10 percent of the total grade in the course. Please note that the PowerPoint slides from in-class lectures will not be available to students who miss class unless their absence has been documented and approved by the instructor. Please note the definition of “responsible” participation for class discussions below.

Your final grade will be assigned based on the following scale:
A 93% or higher B 80 to 82% D+ 67 to 69%
A- 90 to 92% C+ 77 to 79% D 63 to 66%
B+ 87 to 89% C 73 to 76% D- 60 to 62%
B 83 to 86% C- 70 to 72% F 59% or lower

OTHER CLASS POLICIES
Academic Honesty:
Students at the College of Charleston are expected to uphold the College’s Honor Code and Student Code of Conduct for appropriate academic conduct. Forms of academic dishonesty that are violations of those standards include - but are not limited to - plagiarism, lying, attempted cheating, cheating and any dishonest practices in connection with assignments or exams. All work is expected to be your own, and students are expected to complete all assignments without consulting other students (of course, the instructor is available to answer any questions that you may have). Any instances of suspected academic dishonesty will be reported to the Dean of Students and handled according to the College’s disciplinary procedures. For more information on the Honor System, see: http://studentaffairs.cofc.edu/honor-system/index.php

Responsible Participation in Class Discussions:
Although some of the class periods will be occupied by lecture, class discussion will play a vital role in our learning environment. Therefore, each student should think critically about the required readings before each class and be prepared to make thoughtful contributions to class discussion. Responsible participation in class discussion is gauged by how engaged you are in the class session and the quality (not necessarily the quantity) of your participation in class. In addition, students should refrain from statements or actions that disrupt the flow of class (such as arriving late, leaving class early, using cell phones / text messaging in class, using computers or the Internet in class, etc.). Points for class participation will be docked from the final grade as necessary for those whose language and behavior are considered to be disruptive.

Sensitive Issues:
This course will explore some topics and questions that many would consider to be sensitive and/or controversial, and we should keep in mind that our discussions should reflect a constructive dialogue. All students are encouraged to openly discuss their views, as long as other viewpoints are treated with respect and an open mind. While disagreement is fine - and even expected, given the nature of the topic - all students should remain respectful of all ideas and beliefs. Students who make comments that are blatantly out of decorum, inflammatory or disrespectful to either the instructor or a fellow student will be reprimanded as appropriate.

Students with Special Needs or Circumstances:
This course strives to be inclusive of all students. Those who need an academic accommodation based on the impact of a disability or other special need should contact me within the first two weeks of the semester to discuss appropriate arrangements to be made. Students who request such accommodations must make the appropriate notifications and arrangements with the Center for Disability Services (located in Suite 104 of the Lightsey Center) before accommodations will be made.

Similarly, any student who anticipates needing an excused absence from class (i.e., due to participation in collegiate athletics or for legitimate academic or religious reasons) should let me as soon as possible. Students who do not attend a class session due to a non-medical reason will not receive attendance / participation points unless their absences have been pre-approved by the instructor.
<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSION TOPIC &amp; REQUIRED READINGS</th>
<th>PAPERS &amp; EXAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, Jan. 25</td>
<td><strong>Introduction to the Course</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[NO READINGS]</td>
<td></td>
</tr>
<tr>
<td>W, Jan. 27</td>
<td><strong>The Meaning and Importance of Public Opinion</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 1-8 &amp; 18-23 (in Ch. 1)</td>
<td></td>
</tr>
<tr>
<td>F, Jan. 29</td>
<td><strong>Studying Public Opinion from a Social Science Perspective</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 8-18 (in Ch. 1)</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>M, Feb. 1</td>
<td><strong>The History and Importance of Polling</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asher, Ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 24-26 (in Ch. 2)</td>
<td></td>
</tr>
<tr>
<td>W, Feb. 3</td>
<td><strong>Question Wording</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asher, pp. 55-69 (in Ch. 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 38-43 (in Ch. 2) &amp; Appendix</td>
<td></td>
</tr>
<tr>
<td>F, Feb. 5</td>
<td><strong>Question Order and Context</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asher, pp. 69-77 (in Ch. 3)</td>
<td></td>
</tr>
<tr>
<td>M, Feb. 8</td>
<td><strong>Sampling</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asher, Ch. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 27-38 (in Ch. 2)</td>
<td></td>
</tr>
<tr>
<td>W, Feb. 10</td>
<td><strong>Interviewing and Data Collection</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asher, Ch. 5</td>
<td></td>
</tr>
<tr>
<td>F, Feb. 12</td>
<td><strong>Analyzing Polling Data</strong></td>
<td></td>
</tr>
<tr>
<td>M, Feb. 15</td>
<td><strong>Analyzing Polling Data</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>**Readings TBA</td>
<td></td>
</tr>
<tr>
<td>W, Feb. 17</td>
<td><strong>Interpreting Polling Data</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asher, Ch. 8</td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>SESSION TOPIC &amp; REQUIRED READINGS</td>
<td>PAPERS &amp; EXAMS</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>F, Feb. 19</td>
<td>Polling and Democracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asher, Ch. 9</td>
<td></td>
</tr>
<tr>
<td>M, Feb. 22</td>
<td>PART III: THE FORMATION OF POLITICAL ATTITUDES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Role of Political Socialization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, Ch. 5</td>
<td></td>
</tr>
<tr>
<td>W, Feb. 24</td>
<td>Case Studies in Socialization: Class, Religion and Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 191-199; 209-221 (in Ch. 7)</td>
<td></td>
</tr>
<tr>
<td>F, Feb. 26</td>
<td>A Case Study in Socialization: Gender</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 221-227 (in Ch. 7)</td>
<td></td>
</tr>
<tr>
<td>M, Mar. 1</td>
<td>A Case Study in Socialization: Race</td>
<td>PAPER #1 DUE</td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 200-206 (in Ch. 7)</td>
<td></td>
</tr>
<tr>
<td>W, Mar. 3</td>
<td>A Case Study in Socialization: Latino Identity</td>
<td></td>
</tr>
<tr>
<td>F, Mar. 5</td>
<td>A Case Study in Socialization: Age</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 206-209</td>
<td></td>
</tr>
<tr>
<td>M, Mar. 8</td>
<td>PART IV: THE ORGANIZATION OF POLITICAL ATTITUDES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 58-66 (in Ch. 3)</td>
<td></td>
</tr>
<tr>
<td>W, Mar. 10</td>
<td>Ideology &amp; Non-attitudes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 66-83 (in Ch. 3) and pp. 114-117 (in Ch. 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asher, Ch. 2</td>
<td></td>
</tr>
<tr>
<td>F, Mar. 12</td>
<td>Party Identification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 83-91 (in Ch. 3) and pp. 117-119 (in Ch. 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO CLASS</td>
</tr>
<tr>
<td>M, Mar. 15</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>W, Mar. 17</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>F, Mar. 19</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>M, Mar. 22</td>
<td>[NO READINGS]</td>
<td>MID-TERM EXAM</td>
</tr>
</tbody>
</table>
### PART V: THE INFLUENCE OF MEDIA AND ELITES

<table>
<thead>
<tr>
<th>Date</th>
<th>SESSION TOPIC &amp; REQUIRED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W, Mar. 24</strong></td>
<td>The Democratic Importance of Media</td>
</tr>
<tr>
<td></td>
<td>Graber, Ch. 1 &amp; 3</td>
</tr>
<tr>
<td><strong>F, Mar. 26</strong></td>
<td>Organizational Factors on News-making</td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 228-236 (in Ch. 8)</td>
</tr>
<tr>
<td></td>
<td>Graber, Ch. 2 &amp; 4</td>
</tr>
<tr>
<td><strong>M, Mar. 29</strong></td>
<td>Media Coverage of Political Issues</td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 236-244 (in Ch. 8)</td>
</tr>
<tr>
<td></td>
<td>Graber, Ch. 5 &amp; 11</td>
</tr>
<tr>
<td><strong>W, Mar. 31</strong></td>
<td>Media Coverage of Polling and Elections</td>
</tr>
<tr>
<td></td>
<td>Asher, Ch. 6</td>
</tr>
<tr>
<td></td>
<td>Graber, Ch. 8</td>
</tr>
<tr>
<td><strong>F, Apr. 2</strong></td>
<td>Media Influence on Political Attitudes</td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 244-255 (in Ch. 8)</td>
</tr>
<tr>
<td></td>
<td>Graber, pp. 159-170 (in Ch. 7)</td>
</tr>
<tr>
<td><strong>M, Apr. 5</strong></td>
<td>Media Influence on Political Learning</td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 255-264 (in Ch. 8)</td>
</tr>
<tr>
<td></td>
<td>Graber, pp. 171-192 (in Ch. 7)</td>
</tr>
<tr>
<td><strong>W, Apr. 7</strong></td>
<td>Media and Political Elites</td>
</tr>
<tr>
<td></td>
<td>Graber, Ch. 9 &amp; 10</td>
</tr>
<tr>
<td><strong>F, Apr. 9</strong></td>
<td>Elite Influence on Political Attitudes</td>
</tr>
</tbody>
</table>

### PART VI: TRENDS IN PUBLIC OPINION

<table>
<thead>
<tr>
<th>Date</th>
<th>SESSION TOPIC &amp; REQUIRED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M, Apr. 12</strong></td>
<td>Democratic Values</td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, Ch. 6</td>
</tr>
<tr>
<td><strong>W, Apr. 14</strong></td>
<td>Civil Liberties</td>
</tr>
<tr>
<td><strong>F, Apr. 16</strong></td>
<td>Social Welfare</td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 92-100 (in Ch. 4)</td>
</tr>
<tr>
<td><strong>M, Apr. 19</strong></td>
<td>Civil Rights</td>
</tr>
<tr>
<td></td>
<td>Erikson &amp; Tedin, pp. 100-104 (in Ch. 4)</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Kendra Stewart    Email: stewartk@cofc.edu    Phone: 953-6691

Department or Program Name: Political Science    School name: HSS

Course Prefix, Number, and Title: POLI 330 Southern Politics

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

[ ] New Course (attach syllabus)

[ ] Change Number
[ ] Change Title
[ ] Change Credits/Contact hours
[ ] Prerequisite Change
[ ] Edit Description

[ ] Re-activate Course
[ ] Delete Course

[ ] Approve for Cross-listing (attach rationale and written permission from relevant department)

[ ] Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

none

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) [ ] Yes    [ ] No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science Major/ Political Science Minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? [ ] yes [ ] no    If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

Southern Politics is a comparative study of selected political patterns and trends in the southern states since World War II.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course was previously POLS 390

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Understand the significance and the role of southern states in the US political system</td>
<td>Midterm and Final Exam</td>
</tr>
<tr>
<td>2. Understand the concept of realignment and discuss how the southern electorate has realigned in the last fifty years</td>
<td>Exams and course assignments</td>
</tr>
<tr>
<td>3. Discuss state-by-state differences in the South in the context of comparative analysis methodology</td>
<td>Assignments and exams</td>
</tr>
<tr>
<td>4. Improve critical thinking skills</td>
<td>Final research project and exams</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course meets the following political science department program-level outcomes:

- Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations. (Demonstrated)
  - Demonstrate understanding of readings, analyze texts critically, effectively write papers (Reinforced)

- Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers

Demonstrate mastery of the independent research process. (Reinforced)
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]  Date: 11/3/2011

2. Signature of Academic Dean:

   [Signature]  Date: 11/4/11

3. Signature of Provost:

   [Signature]  Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   [Signature]  Date:

5. Signature of Faculty Senate Secretary:

   [Signature]  Date:

Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
POLI 330
Southern Politics

Dr. Kendra Stewart
284 King Street
(843) 953-6691
Stewartk@cofc.edu

Course Objective
This course examines the changing conditions in the South since World War II. In addition, we will examine the events which have led to the unique political environment one encounters in the South. As such, our focus will be not only on the political environment, but on social and economic variables as they relate to the political system. The approach to the subject material will be eclectic, including lectures, movies and speakers.

Student Learning Outcomes
Upon completion of this course students will:
- Understand the significance and the role of southern states in the US political system
- Understand the concept of realignment and discuss how the southern electorate has realigned in the last fifty years
- Discuss state-by-state differences in the South in the context of comparative analysis methodology
- Improve critical thinking skills

Required Texts


Assignments and Grading
Students are expected to read all assignments prior to class and participate in discussions. Students will be evaluated on the basis of three exams, two hourly exams and a final, and
a term paper. Each exercise is worth 25% of one's grade. The term paper must be written exclusively for this class.

Papers will receive two grades: one for content and one for style (spelling, grammar, etc.). Each exercise, (exams and term paper) will be worth approximately one fourth of one's grade. Late papers are subject to a letter grade reduction. In borderline cases attendance and class participation will be taken into consideration for ascertaining grades for the course. The grading scale is as follows:


This course will use the OAKS program to supplement class discourse. You will be able to participate in discussions, check announcements, post websites, and check your grades through this site.

Academic Honesty

Plagiarism, or presenting another's works or ideas as one's own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on an assignment, and to give and "incomplete" in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated and students will receive an F on any assignment or exam the instructor determines is in violation of the academic honesty policy. Academic dishonesty includes the following offenses:

1) Claiming as your own work a paper written by another student.
2) Turning in a paper that contains paraphrases of someone else's ideas but does not give proper credit to that person for those ideas.
3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor.

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.
Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XF to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

**Disability Statement**
If you are in need of accommodations for this course due to a disability, please contact the Center for Disability Services at SNAP@cofc.edu or (843) 953-1431. The instructor is very willing to make any adjustments necessary to address all student needs.

**Course Schedule**
Listed below are the reading assignments for each class. The instructor reserves the right to modify this schedule as necessary.

1. The Environment for Southern Politics
   Woodard, Chapters 1, 2, 3, 5
   Bass and Terrill:
   Dabbs, “Haunted by God: The Cultural and Religious Experience of the South,” pp 361-363
   Reed, “The Same Old Stand?” pp 357-361
Fichter and Maddox, “Religion in the South, Old and New,” pp 351-353
Cooper and Terrill, Chapter 24
Christopher Cooper and Gibbs Knotts, “Defining Dixie: A State-Level
Measure of the Modern Political South,” (Reserve)
James LaPlant and Larry Carter, “Revisiting the Southern Subculture of
Violence Thesis,” (Reserve)

II Social, Economic and Legal Development in the South: 1865-1930
Woodard, Chapter 4
Bass and Terrill:
Grady, “The New South,” pp 6-10
Carlton, “Mill and Town in South Carolina,” pp 15-18
Flynt, “Dixie’s Forgotten People,” pp 20-22
Cash, “The Mind of the South,” pp 42-43
Cooper and Terrill, Chapters 16, 17, 18, 19, 20, 21, 22, 23
WEB DuBois, “Reconstruction and Its Benefits” (Reserve)
August Meier and Elliott Rudwick, “The Boycott Movement Against Jim Crow
Streetcars in the South, 1900-1906” (Reserve)
Black Leadership” (Reserve)

III Change Comes to the South: The Important Variables
Bass and Terrill
Bunche, “The Political Status of the Negro in the Age of FDR,” pp 67-69
Peltason, “Fifty-Eight Lonely Men,” pp 88-90
Cooper and Terrill, Chapter 25
Alexander Wolff, “Ghosts of Mississippi” (Reserve)

IV The Era of Massive Resistance: Groups and Personalities
A. Groups

.1 The Ku Klux Klan: The Wool Hats’ Response
Moore, “Status Politics and the American Right: The Ku Klux Klan of the
1960s,” (Reserve)

.2 The Citizens’ Councils: The Neo Bourbon’s Response
Thomas Waring, “The South’s Case Against Segregation,” (Reserve)
Stetson Kennedy Chapter Seven, “Who May Study Where” (Reserve)

Bass and Terrill
Cooper and Terrill, Chapter 26

.3 Civil Rights Organizations and Activities
Bass and Terrill
Horton “The Highlander Folk School: Pioneer of Integration in the South,” pp 175-178
King, Jr., “Letters from Birmingham Jail,” pp. 185-194

V. Inputs Into the Southern Political System
Political Parties and the Electorate
Woodard, Chapters 6, 7, 8
Bass and Terrill
Dent, “The Prodigal South Returns to Power,” pp 263-266
Cooper and Terrill, Chapter 27

VI. The Political Subsystems
A. Southern State Legislatures
Woodward, Chapter 9, pp 378-386
Lee Bernick, Patricia Freeman and David Olson, “Southern State Legislatures: Recruitment and Reform.” (Reserve)
B. Southern Governors
Woodard, Chapter 9, pp 367-377
C. Southern Justice
Ronald G. Marquardt, “Judicial Politics in the South: Robert Elites and Recruitment.” (Reserve)
D. Southern Bureaucrats
Edward Wheat, “The Bureaucratization of the South: From Traditional to Administrative Incoherence.” (Reserve)

VII The South and the Nation
A. Political Change: the South and Congress
Woodard, Chapter 10
B. Economic Change
Bass and Terrill
Arsenault, “The Cooling of the South,” pp 301-305
Walls, “The Chickenbone Special,” pp 309-311
Arpan, “Foreign Industry in the South,” pp 323-325
Goolrich, “For Poor Blacks in the Rural South, The Recession is Nothing Unusual,” pp 327-329

VIII The Emerging South
Woodard, Chapter 11
Bass and Terrill
Abbott, “the End of the Southern City,” pp 372-374
Schmidt, “Selma, 20 Years After the Rights March,” pp 384-386
Tillman, “Coming Home”
Cooper and Terrill, Chapter 28
MDC “The State of the South 2002” (Reserve)
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Lynne Ford Email: FordL@cofc.edu Phone: 953-6531

Department or Program Name: Political Science School name: HSS

Course Prefix, Number, and Title: POLI 332 Women and Politics

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course (attach syllabus)</td>
<td>X Change Number</td>
<td>□ Re-activate Course</td>
</tr>
<tr>
<td>□</td>
<td>□ Change Title</td>
<td>□ Delete Course</td>
</tr>
<tr>
<td>□</td>
<td>□ Change Credits/Contact hours</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>□ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

□ Approve for Cross-listing (attach rationale and written permission from relevant department)

□ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

N/A

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) X Yes □ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>A. Contact Hours</th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? □ yes X□ no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course examines the development of a public role for women in the American political system through an examination of successive waves of political activism around suffrage, feminism, equality, and policy. Topics include women as voters, candidates, and policymakers. Critical attention is directed toward analyzing women's incremental progress in achieving parity in politics.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Change in acronym and number

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Articulate the philosophical origins of women's equality claims and explain how liberalism advances and constrains women's progress toward full inclusion in the American political system.</td>
<td>Exam with critical essay questions.</td>
</tr>
<tr>
<td>2. Analyze women's role as citizen, voter, candidate, and policymaker recognizing how the historical context conditions the contemporary role.</td>
<td>Short reaction papers designed to synthesize research on a topic and critically analyze variables explaining women's roles.</td>
</tr>
<tr>
<td>3. Evaluate women's interests in a variety of public policy contexts.</td>
<td>In-class presentation of material, synthesis of research on the development and impact of policies on women's rights and equality.</td>
</tr>
<tr>
<td>4. Understand women's equality claims and resulting action agendas across time in order to create a contemporary action plan.</td>
<td>Exam with critical essay questions; short and long research and writing assignments.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

In the major, this course supports the following program outcomes:

"Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces."
"Demonstrate understanding of readings, analyze texts critically, and effectively write papers."
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.


VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings. (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.


IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   

   ___________________________  Date: 11/3/2011

2. Signature of Academic Dean:

   

   ___________________________  Date: 11/4/11

3. Signature of Provost:

   

   ___________________________  Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   

   ___________________________  Date: 

5. Signature of Faculty Senate Secretary:

   

   ___________________________  Date: 

Date Approved by Faculty Senate: ___________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
A paradox is a seemingly contradictory statement that may nonetheless be true. In many ways, women’s quest for inclusion in the political realm and their quest for political, social, and economic equality present us with a paradox. In our lexicon, equality often connotes sameness between two or more things. However, when we are talking about equality between men and women, we must confront biological differences. In some cases, the biological differences are meaningless. Alternatively, sometimes treating men and women “the same” severely disadvantages women due to the biological differences between men and women. How we understand, evaluate, and attach social value to the differences is a political act. In this course we will examine how women and men have confronted the paradox of equality throughout history and in a variety of contemporary contexts.

We will begin by looking at the philosophical origins of the women’s equality argument and analyze how these ideas have informed the integration of women into the mainstream political sphere by examining several “movements” and their results. You will notice over time how strikingly similar the “important questions” are decade after decade, century after century. We will discuss democratic citizenship as it relates to women, the concept of “rights,” and evaluate women’s rights under the U.S. Constitution and state and federal laws. In the middle section of the course, we will examine how women engage politics today. We will examine elections and women candidates, voters, and office holders. Once elected, we’ll look at how women behave as public officials—the issues they care about and their effectiveness as legislators. On Thursday, January 4, 2007, Congresswoman Nancy Pelosi became the first female Speaker of the House. We will pay particularly careful attention to how she exercises leadership and how she is portrayed in the media as she leads. In the final section of the course, we will look more closely at specific public policies regarding education, reproduction, families, work and wages, and the evaluate how women will fare in the “new economy.” Throughout the course, whether you are male or female, you will have an opportunity to think about how these issues regarding gender equality currently impact your life and how they will shape your future.

The questions and controversies we will examine in this course are far from settled. Women and men are not yet political, social or economic equals. In order to immerse yourself in the daily controversies of equality, you will need to follow the national and international news. You can do this in a number of different ways. I prefer you get into the habit of reading a daily national newspaper, but you can also make use of television news, late night comedy, and cable political programs. Nearly all of the national papers are available free of charge online (for example, www.nytimes.com; www.washingtonpost.com). The College of Charleston Bookstore offers a subscription to the New York Times or you can collect one from the library coffee shop or the lobby of any dormitory for FREE. However you access the news, keeping up with the national news is not optional!

***************************REQUIRED COURSE MATERIALS***************************


Additional Readings will be distributed in class and/or posted on Electronic Reserve (noted as ER below). To access these articles, choose my name (Ford) from the Instructor’s list, then POLS 392. Password: Equality.
Course Orientation
Class sessions will involve some lecture, but will mostly involve discussion in depth of the assigned readings and the issues contained in those readings. Most classes will begin with a short presentation that frames the day’s discussion and suggests issues and questions to be discussed. As a student in the course, you should consider it your responsibility to yourself and your colleagues to come to class prepared to engage in the discussion. If I find that the majority of the class is not prepared to intelligently discuss the material assigned, then I will be forced to resort to reading quizzes or some other means to compel your active, informed participation. You cannot be a free rider on the backs of others who take the time to prepare, nor can you sufficiently absorb the material as a passive observer.

Course Objectives and Student Learning Outcomes
Through active engagement with and completion of this course, students will be able to:

- Articulate the philosophical origins of women’s equality claims and explain how liberalism advances and constrains women’s progress toward full inclusion in the American political system.
- Analyze women’s role as citizen, voter, candidate, and policymaker recognizing how the historical context conditions the contemporary role.
- Evaluate women’s interests in a variety of public policy contexts.
- Understand women’s equality claims and resulting action agendas across time in order to create a contemporary action plan.

Student Responsibilities
Regular class attendance, on-time arrival, and careful preparation for each class is required. I will not always take formal attendance, but you will be held accountable for your choices with regard to attendance. While I would rather you come late than not at all if rare circumstances conspire against you, chronic tardiness is not acceptable. If you attend class and do the readings, but still have difficulty, I will do everything I can to help you understand the material. Don’t expect much sympathy though if you are not holding up your end of the deal. Every student will be expected to conduct themselves in a manner consistent with the Classroom Code of Conduct.

Use of Technology in the Classroom
Please turn off your cell phones and other electronic devices when you enter the classroom. If you need to be accessible for some reason—personal or professional, please make sure your device is set to silent and off of your desk during class. Your full attention should be on this class for the 75 minutes we are together twice a week—this means that you will refrain from any extraneous virtual conversations during class just as you would refrain from talking to your seatmate while I or one of your colleagues is talking. To be clear—if I see you texting or using any electronic device for purposes unrelated to class, I will ask you to leave class for the day.

Special Circumstances
If you have any kind of special circumstances that I should be aware of, please let me know right away. If you have SNAP accommodations of any kind, please make the appropriate notifications and arrangements with the Center for Students with Disabilities within the first week of class. Alternatively, if you have any sort of undiagnosed learning disability, a physical impairment of any kind that will require special arrangements for exams or papers, if you are an athlete or member of any club or organization that will travel, let me know. I will keep the information you share with me strictly confidential, but in order to create the best environment for your academic success, I need to know if there are circumstances that may interfere with your performance in the course. I will provide you with an information sheet and you can include the information there or you are welcome to schedule an appointment with me to talk about any extenuating circumstances.
Office Hours and Ways to Contact Me

I have regular office hours scheduled on Monday and Wednesdays from 9-11am. I am very accessible by email for quick questions or by phone. Please take the initiative to contact me or come to see me if you have questions, problems, or special circumstances. I would also encourage you to use my office hours to come in and introduce yourself. I have also given you my office phone number at the top of the syllabus. My home number is 723-6910. If at all possible, please call between 8:30 - 9:30p, and then only when you have something that cannot wait until morning or that cannot be asked by email. Both numbers have Voice Mail. When you leave a message, please be sure to speak slowly, clearly and leave your name and a phone number so that I can return your call.

Academic Dishonesty

This subject is very important! When you enrolled in the College of Charleston, you signed an Honor Code. I expect you to abide by that code and it is the only way for you to maintain the integrity and value of your degree. If you are found to have cheated on an exam or plagiarized any portion of a writing assignment, or submitted previously graded work as new work for this class, you will fail my course. I will turn the case over to the Honor Board and vigorously pursue further disciplinary action. If you have any questions or are unsure what constitutes cheating or plagiarism—ask. Ignorance is not a valid defense and pleading ignorance will not prevent you from failing the course.

Course Requirements

Critical Reading Papers (2 @ 15%) There is a lot of reading for this course because there is a tremendously rich body of new research and work being done on the topic. Rather than have you read too far beyond what I've assigned, this paper assignment will begin with the material on the syllabus. You will each produce TWO PAPERS that focus on the reading for the day on which you intend to submit the paper. The paper is due by the start of the class period and you must be present on the day you submit the paper—no email submissions. By short I mean a paper of between 3-5 pages that starts with the ideas, theories, and research findings in the reading assigned for the day/topic you choose and then moves beyond those to include at least two additional sources. These additional sources can include a variety of types of material—-an OpEd essay, a piece of media, a scholarly article, a book, a political cartoon, an advertisement, a news article, etc. Your short paper should begin with a critical thesis—in other words, you demonstrate a clear perspective as well as understanding about the topic you are covering and proceed with three critical arguments in support of your thesis drawing on the sources you've collected. Be certain that you have a conclusion to each paper and that each paper has a “take away” point related to your critical thesis. I want to learn something about the topic through your perspective and the way you have organized your arguments and source material. The first paper is due before spring break (by and including and including the class on March 4) and the second paper is due by the end of the term (by and including the last class on April 20). You have a great deal of discretion when you decide to submit the paper, but there will be no extensions granted.

Examinations There will be two examinations given during the term—one in class on February 9 (study guide distributed on February 2nd) and the second a take-home examination distributed on March 16 and due on March 23 by 5:00pm. There is no scheduled final exam in the course.

Encountering the Controversies of Equality Paper (15%) One feature of the primary text for the course identifies contemporary issues or examples where the two paths to equality (fairness or sameness) are at the heart of the issue. Since you will be regularly attending to the news relative to SC, the United States and the globe, as well as watching gender at work in popular culture, this critical analysis assignment provides an opportunity to write your own “Encountering the Controversies of Equality.” It is by design, a rather short essay exercise. The important element to the assignment is to think about issues, policies, and current events going on right now or in the recent past and identify a situation in which you see the tension between equality defined as “fairness” and equality defined as “sameness” and/or the tension in the pursuit of equality along the
two paths: different treatment or legal equality. You can choose any issue—just look around, there are loads of them. Since this is a class in American politics, your choice of example should be also be domestic or involve Americans and/or their behavior (as in the Abu Ghraib example in Ch 9). The essay should be between 750 – 1000 words, typed, double-spaced, with 1" margins on the page. Your feature should have an appropriate title and you should carefully proofread your paper before submission and include a bibliography of source materials consulted and/or quoted in your essay.

**Paper Policies and Due Dates** Unless otherwise specified, all writing assignments are due at the start of class. For each day an assignment is late, 5% will be deducted from the final grade. This applies to everyone, no exceptions. Critical Reading papers are due on the day that the topic is covered—no late papers, no exceptions.

**Important Dates**

(20%) Examination #1 Tuesday, February 9—in class
(20%) Examination #2 Take Home Exam distributed on Tuesday, March 16 and due on Tuesday, March 23.
(20%) Short Paper #1 Due on or before class on March 4, 2010.
(20%) Short Paper #2 Due on or before class on April 20, 2010.
(15%) Encountering the Controversies of Equality Paper—Due on April 22 to a box in the main office.
(5%) In Class Activities and Class Participation

**Course Grades** Your grade in the course is determined solely by the quality of your work in this course. I grade on a straight scale and do not curve or otherwise judge your performance against that of your colleagues. As you are aware, the College has adopted a new grading scale that now allows for the full range of +/- grades. Grades for individual assignments and the final grade in the course will be based on the following scale: 93-100 A; 90-92 A-; 88-89 B+; 83-87 B; 80-82 B-; 78-79 C+; 73-77 C; 70-72 C-; 68-69 D+; 63-67 D; 60-62 D; below 60 F. If you have any questions, please let me know.

**Course Schedule and Reading Assignments**

(Subject to change as necessary at the discretion of the instructor)

January

12: The Pursuit of Equality---Introductions and Syllabus Review

1. At the Founding: Arguments in Favor of Equality for Women

14: The Argument in Favor of Full Equality for Women
   Reading: *Women and Politics*, Chapter 1 (page proofs on ER)
   "How Easily Does a Social Difference Become a Status Distinction: Gender Matters," ER
   "Poll Findings: Understanding What Women Want…"
   "Women and the Labyrinth of Leadership," ER

19: Feminism as a Direct Challenge to Gender Ideology
   Reading: *Women and Politics*, Chapter 1 (focus on pp. 18-29)
   "What’s in a name? Two Approaches to Evaluating the Feminist Label," ER
   "The End of the Women’s Movement," ER

21-26-28: Movements for Women’s Equality: Suffrage
   Reading: *Women and Politics*, Chapter 2 (page proofs on ER, pp. 35-56)
   *Skirting Tradition*, Chapters 1 and 2
   Films: *One Woman, One Vote* (excerpts); *A Single Woman* (excerpts)
February

02 - 04: Movements for Women’s Equality: The Equal Rights Amendment (1920-?)
   Reading: *Women and Politics*, Chapter 2, pp. 51-65
   “The Subtle Side of Sexism,” ER
   “The Equal Rights Amendment: Why the ERA Remains Legally Viable...” ER

*February 09: Examination #1 – in class*

II. Suffrage Accomplished--Women as Voters, Candidates & Political Actors

11 - 16: Women as Voters and Participants in Politics
   Reading: *Women and Politics*, Chapter 3
   “Equal Participation but Separate Paths?: Women’s Social Capital and Turnout,” ER
   “Not All Cues are Equal: the Conditional impact of Female Candidates...” ER
   “Explaining the Gender Gap in Political Knowledge,” ER

**Wednesday, February 17, Political Science Convocation—7:00pm in Physician’s Auditorium**

18: Who Votes for Women? Do women vote for Women Candidates?
   Reading: “Do Gender Stereotypes Transcend Party?” ER
   “The Impact of Gender Stereotyped Evaluations on Support for Women Candidates,” ER

23: Women as Candidates: the Big Overview
   Reading: *Women and Politics*, Chapter 4 and *Skirting Tradition*, Chapters 3-6
   CQ Researcher: Women in Politics, ER
   “Bad for Men, Better for Women...” ER

25: Candidate Emergence—gender and the decision to run
   Reading: “Entering the Arena? Gender and the Decision to Run for Office,” ER
   “Why Women are Still not Running for Office,” ER
   *Skirting Tradition*, Chapters 7-10
   Film: “What’s Your Point Honey?”

March

02: The Political Geography of Female Candidates and Officeholders
   Reading: “Gender Stereotypes and Attitudes Toward Gender Balance in Government,” ER
   Chapters 11-13, *Skirting Tradition*
   “Comparing Predictors of Women’s Success...” ER

04: Hillary Clinton, the 2008 Campaign, and the ultimate Glass Ceiling
   Reading: *Skirting Tradition*, Chapter 18
   “Reflections on Gender and Hillary Clinton’s Presidential Campaign...” ER
   “Women are Never Front-runners” ER

*Spring Break: March 6 – 13, 2010*
III. Gender and the Politics of Public Policy

23: The Policy Rhetoric of “women and children first”
   Reading: Introduction, Women and Children First
     Choose one chapter from PART I: Women and Children First

25: Education, School and Difference
   Reading: Women and Politics, Chapter 6
   Women and Children First, Chapter 7

April

30 - 01: The Politics of Work and Pay
   Reading: Women and Politics, Chapter 7
     “Why Aren’t We there Yet? An Equal Pay Day Primer on the Wage Gap,” ER
     “Behind the Pay Gap,” ER

06: Are work and family compatible? Concept vs reality and the debate
   Reading: Chapter 8, Women and Politics (pp. TBA)
     “The Opt Out Revolution,” (ER) and “Homeward Bound,” ER
     “Fast-Track Women and the ‘Choice’ to Stay Home,” ER

08: The politicization of “Motherhood”
   Reading: PART IV and PART V, Women and Children First

13: The Politics of Families, Conception and Reproduction
   Reading: Women and Politics, Chapter 8
   Film: When Abortion was Illegal: untold stories

15: Women and War: Militarism, the Draft, and the Wars
   Reading: “Gender Trouble at Abu Ghraib?” (ER)
     Women and Politics, pp. 302-307; 436-437
   Film: Lioness

20: Where do we go from here? What are the Prospects for Gender Equality?
   Reading: Women and Politics, Chapter 9; Chapters 14-20, Skirting Tradition

22: No class—Professor Ford in Chicago for the Midwest Political Science Association meeting.
   DUE: Encountering the Controversy of Equality papers due to the main office before 5:00p.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Philip H. Jos Email: josp@cofc.edu Phone: 5704

Department or Program Name: POLI School name: HSS
Course Prefix, Number, and Title: POLI 334 Political Campaign Communication

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ X New Course (attach syllabus)

CHANGE COURSE

☐ X Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ X Re-activate Course
☐ Delete Course

☐ X Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

POLI 101 or COMM 210 or permission of instructor.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes ☐ X No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture Lab Seminar Ind. Study

2 4 2 3

B. Credit Hours

3

Is this course repeatable? ☐ yes ☐ X no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

This course examines the communication strategies employed in local, state, and national political campaigns. Topics include message design, political speeches, political advertising and media relations.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

The new acronym and course number is part of a Department-wide curriculum reorganization that creates three subfields, rather than the current five subfields, and reflects newly developed criteria to distinguish between 200 and 300 level classes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td></td>
</tr>
<tr>
<td>1. Understand the role of both visual and verbal communication in political campaigns.</td>
<td>Final Exam (1)</td>
</tr>
<tr>
<td>2. Use political communication to develop a historical understanding of American political goals and values.</td>
<td>Final Exam (1)</td>
</tr>
<tr>
<td>3. Be able to critically assess the effectiveness, truth value, and consequences of campaign communication</td>
<td>Election Assessment Paper (1)</td>
</tr>
<tr>
<td>4.</td>
<td>Final Paper (1)</td>
</tr>
<tr>
<td></td>
<td>Class Participation</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Link to Departmental Learning Outcomes

a. Knowledge of political systems including their institutions and processes.
b. Ability to distinguish one's own views from those of others and defend one's own position
c. Reinforce the skills and knowledge needed to conduct independent research.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

None.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

None.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]  
   Date: 10/17/11

2. Signature of Academic Dean:

   [Signature]  
   Date: 11/4/11

3. Signature of Provost:

   [Signature]  
   Date: 11/10/11

4. Signature of Curriculum Committee Chair:

   [Signature]  
   Date:

5. Signature of Faculty Senate Secretary:

   [Signature]  
   Date:

Date Approved by Faculty Senate: ______________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Course Description

This course examines political campaign communication in the modern era of U.S. presidential elections. Although portions of this course will survey the broader history of presidential campaigns and occasionally draw lessons from local campaigns, the class will pay special attention to the thirteen presidential elections since 1960. In lieu of proceeding chronologically, this course proceeds thematically and utilizes examples from these elections to illustrate a variety of lessons related to launching candidacies, attacking opponents, cultivating ads, and other campaign challenges. Many approaches to campaign communication emphasize speech making and exclude the importance of visual communication, the construction of powerful images. This course will balance the visual with the verbal in an effort to understand the total process of political campaign communication. In sum, this course combines perspectives from communication, political science, and history to paint a comprehensive picture of presidential campaigns in the modern era.

Course Objectives

The two primary learning objectives of this course are historical understanding and the development of critical abilities:

1. The content of political campaign communication is reflective and constitutive; it says much about the goals, fears, and collective values of Americans. The results of individual elections speak to what mattered to Americans, both the winning and losing coalitions, at particular times. Presidential campaign communication provides an interesting window on American history.
2. Political communication is not a matter of taste alone; it can be evaluated by sets of standards. These standards (aesthetics, truth, and effects) have a shelf-life, but they also equip the critic with tools to understand and evaluate the workings of American political culture. As such, these techniques are essential to civic training and the development of an able, attentive citizenry.

Learning Outcomes

Students will:
1. Understand the role of both visual and verbal communication in political campaigns
2. Use political communication to develop a historical understanding of American political goals and values
3. Be able to critically assess the effectiveness, truth value, and consequences of campaign communication.
Assigned Texts:

Thomas A. Hollihan, *Uncivil Wars: Political Campaigns in a Media Age* (New York: Bedford/St. Martin’s Press, 2009)


* This book will be used for historical understanding primarily. Concentrate on those aspects of the book that deal with campaign’s public messages and how political coalitions respond to those messages.

Additional readings will be made available via Desire 2 Learn (D2L)

* This course is part of a special testing group for a new “Learning Management” system that will replace WebCT. Please note that WebCT will not be used during this class. The syllabus, several readings, and assignment descriptions will be located on D2L.

Course Requirements:

Read the following policies carefully. Enrollment in the class constitutes agreement and understanding of these policies. Ignorance of these policies will not be an acceptable excuse for violating them.

Honor Code: At the College of Charleston, student conduct, including but not limited to academic honesty, is held to a high standard. Scholastic dishonesty is defined as any act violating the rights of another student in academic work or involving the misrepresentation of a student’s own work. Students who violate the College of Charleston's guidelines on academic honesty risk earning zero points on the relevant assignment, an F for the course, and a permanent academic record mark. See http://www.cofc.edu/StudentAffairs/general_info/honor_system/ for additional details.

Tardiness: Come to class on time. If you must arrive late, please let me know in advance. The same goes for leaving class early.

Late & Unfinished Work – I only accept hard copies of papers. Turning work in late is highly discouraged. Any material turned in late will be reduced 10 points per calendar day late. Please arrange to turn in assignments early if you plan to be absent on the day an assignment is due.

Email – I check my email regularly during normal business hours and am usually prompt in responding to messages. When given an assignment, please anticipate problems in advance and talk to me about it in class or send me an email with some time allotted for a response. As a general rule, try to allot 48 hours for a response to your emails.

Grievance Procedure - Occasionally, students are dissatisfied with some dimension of a course. In such cases, students should make grade appeals on specific assignments within one week of the return of the assignment. After that period has expired, the grade issued is final.

Special Needs - The College of Charleston provides reasonable accommodations to students who have disabilities, including learning disabilities, which may affect their capacity to participate in course activities or to meet course requirements. If you have any such needs, please talk to me as soon as possible.
Assignments:

*Final course grades are the result of an entire semester of quality work. To ensure a satisfactory course grade, students must succeed throughout the semester.

**Final Paper (10-12 pages, 400 points)**
Although you will have a great deal of freedom in designing your paper topic, students will be expected to pick from one of three topics about political campaigns listed below and conduct a critical analysis of relevant texts. Students will be expected to employ a concept and/or theory discussed in lectures and readings and apply it to a key campaign text to demonstrate a sophisticated understanding of how argumentative strategies work in a specific historical context. Although your paper will answer larger questions about political campaigns, focus your paper on one text or a small set of texts. This paper will require some outside research in order to fully account for the historical context in which the speech was presented. However, the vast majority of the paper should represent a critical analysis of the speech. At the most basic level, this paper is about proving a thesis and constructing a standard or set of standards from which a critic can thoroughly evaluate the arguments in the text. Students are encouraged to look for specific types of arguments and themes evident in the text as well as explain why the presence of these devices is important. To be clear, this assignment is a critical work and not a thorough summary of a text or campaign.

**Three Example Topics:**
**Topic 1: Don't Go Negative?**
- Is it wise to go negative against an opponent? Does it matter who goes negative?
- Relevant texts: Vice Presidential convention speeches, stump speeches, campaign ads, efforts of extraneous organizations

**Topic 2: Candidate Rhetoric**
- What kinds of persuasive devices do candidates deploy in different contexts?
- Relevant texts: the convention speech, the stump speech, the book, the *Foreign Affairs* article

**Topic 3: Candidate Media**
- What is the architecture of the images campaigns disseminate?
- Relevant texts: the web site, the blog, Myspace/Facebook pages, special infomercials (Reagan '80, Perot '92, Obama '08), television ads, internet ads

**Election Assessment (5 pages, 200 points)**
Students will assess the communicative dynamics of one presidential election (excluding 2008). In order to account for the candidates' major communication strategies during the election, students will be expected to select one of the books listed on the election assignment book list that will be distributed during the first few weeks of class. Although this is not a book report, students should mine the book for the essential rhetorical features of the campaign (key phrases, pivotal ads, gaffes, debate quips, problems with persona, etc.). Organization and clarity of argument are essential to producing a quality election assessment. You do not need to cover every aspect of each candidate's communication strategy. You also do not need to detail every single communication event during the
election; use your thesis to isolate advantageous or disadvantageous election themes for one or both candidates. In general, this paper should feature two sections, one large section and one small one:

- First, discuss the candidates' strategies. Using the categories of the descriptive analysis method (discussed in class) that you find important in the election you have chosen, explain how the candidates sought to define their qualifications and frame the historical moment as ripe for their brand of leadership. Explain how the candidates used particular rhetorical phrases, slogans, or images to dismiss their opponent as unworthy or incapable of the demands of the office.
- Second, engage the counter-factual. Include a smaller section where you imagine how the contest might have been different if one of the candidates altered their strategy. How might a more potent attack on George H.W. Bush as a “creature of Washington” or a “Washington insider” have accentuated Michael Dukakis’ strengths and highlighted Bush’s weaknesses in 1988? Could 2008 have turned out differently if McCain had stuck to the critique of Obama as a “celebrity” rather than abandoning that ad months before the election?

Finally, please note that this paper concerns the rhetorical factors in a particular election; feel free to make passing references to one candidate’s monetary advantages or how one benefitted from accidents in history. Nevertheless, concentrate the bulk of your paper on rhetoric: what the candidates said, what they did not say, and what they might have said to change the game.

Final Exam (300 points)
Test questions will take a variety of forms including multiple choice, true/false, short answer, and essay. This test will be cumulative. I will provide a thorough review sheet.

Leadership Exercise (200 points)
This is a collaborative assignment featuring three partners. Students will select a topic/date listed on the syllabus for which they will be responsible for distributing a brief position paper and leading class discussion. Use the readings as a springboard to generate your thoughts about the topic. The position paper, a 3-4 page paper that uses that day’s readings to make a clear argument, should be distributed 24-hours in advance so that the class has a chance to read it. The position paper should make a claim (i.e., voters are cynical, politicians lie, there is a culture war in the U.S., etc.) rather than summarize the reading or detail a historical event. Put simply, you have total freedom to make any argument relevant to the reading, but you must make an argument and support it thoroughly and carefully. Students may need to do some limited historical research when writing the position paper. The class leaders should also attach five discussion questions to the leadership essay. Class leaders are welcomed to show brief clips, distribute handouts, etc. to aid discussion. Class leaders will be responsible for 15-20 minutes of class time. This is a group grade, and each partner should contribute equally to the paper and the class presentation. These are not required, but please feel free to submit peer evaluations of yours and your partner’s efforts if you feel that the workload was balanced unevenly.

* Students will be evaluated on the quality of the leadership paper as well as the facility with which they lead discussion. As many discussion leaders quickly discover, asking the audience a question is often not enough. You need to prime the audience, get them interested in your particular question, and transition effectively between questions to keep momentum going while moving on to explore new topics. A good list of discussion questions is also critical to sparking class conversation. Good discussion questions do the following:
  1. Compare and juxtapose arguments in different readings
  2. Play devil’s advocate to help us understand how issues could be presented differently
  3. Utilize course concepts in discussion questions
4. Will not be of a descriptive or factual nature (For example: Who did Nixon defeat in 1968?). These questions should provoke, extend, challenge, compare, or deny arguments in the readings.

Class Participation, Class Activities, Quizzes (100 points)
This course is designed to provide students with a clear method to understand campaigning. As such, we will discuss controversial political questions during the semester. In a general sense, the success of this process depends on the willingness of students to read before class and be ready to discuss the readings. Students who do not attend class regularly will receive lower participation grades. Students who attend class without being ready to participate will receive a lower class participation grade. The highest participation grades are reserved for those students whose attendance and comments about the readings and course materials are regular. Participation grades will be taken very seriously and I highly encourage all students to actively participate in course discussions and activities throughout the semester. Quizzes will be given only if I become convinced that the readings are not directing class discussion.

Participation grading scale
A participation = Demonstrates thorough engagement with course readings and relevant media — Consistently asks challenging questions and makes informed judgments that draw distinctions between relevant concepts discussed in course readings, media, and lecture concepts — Asks questions that challenge core assumptions of readings, pundits, and course concepts in innovative ways — Is assertive about working comments and questions into discussion — Demonstrates that comments and discussion questions have been prepared in advance — Relates comments to other group’s discussion questions
B participation = Less frequent and challenging than A level participation — Demonstrates good grasp of lecture topics, readings, and relevant media — Comments are well-informed
C participation = Average demonstration of knowledge of course concepts — Sporadic participation — Comments are not well-prepared or organized in advance — Comments are of a descriptive rather than critical nature — Is present and on-time for each class
D participation = Very infrequent participation — Primarily descriptive comments
F participation = If I have a hard time remembering your name well into the course, you risk a failing participation grade.

Paper Grading Criteria
*In addition to argumentative content, I have high expectations for the quality and clarity of written assignments. In order to clarify these expectations, I will distribute several writing handouts throughout the semester that explain basic writing principles and tactical suggestions. Additionally, the following grade definitions should serve as a preliminary indicator of how your paper will be judged.

A paper — Paper offers a succinct and clearly stated thesis that guides the essay. Your thesis should be provocative, possibly addressing an issue from a perspective that most readers have not considered, perhaps even changing the way they look at it altogether. To construct such a thesis, investigate the full range of positions on your issue. Carefully examine the underlying assumptions, values, ethos, and use of evidence in your sources, instead of taking them at face value. As always, you should demonstrate a command of written style, voice, mechanics, and syntax. The paper is clearly outlined within the first few paragraphs with a thorough preview that assists the reader in following the paper’s major arguments. Paragraphs are fully developed and follow naturally from what precedes them; the introduction brings the reader into the case and the conclusion reinforces the reader’s confidence in the
writer's control of the paper. The style is appropriate to the writer's audience and purpose; stylistic variety is used for emphasis; the prose is clear, apt, free of errors and occasionally memorable. Evidence and citations are used effectively and are formatted correctly. A papers skillfully integrate necessary descriptiveness with critical analysis.

**Students sometimes feel that the best papers are those that are written in the most complicated prose. More often than not, complicating a clear paper with confusing prose or syntax reduces the coherence of the paper as well as the student's grade.**

**B paper - Often, this is the kind of paper that revision could have made into an A paper. The paper fits within an effectively defined scope, providing a clear thesis and strong textual evidence to support the argument. The prose of a B paper is persuasive and controlled, containing few major syntactical or grammatical errors. Paragraphs are cohesive. Some transitions may be weak or mechanical. The logic of the paper is clear but not as sophisticated as that of an A paper. Interpretations of theories are plausible and supported with textual evidence; more than one source is considered. The arguments may be on the obvious or predictable side, though the writer does not consistently settle for the obvious. The reasoning is better than adequate; it is thoughtful, with some awareness of other points of view. The introduction and conclusion are clear, but perhaps not as forceful or appropriate to the case or audience as they could be. Paragraphs follow well and are appropriately divided. The expression demonstrates attention to sentence-level concerns. Not only is sentence structure correct, but subordination, emphasis, sentence length, and stylistic variation are generally used effectively. Some sentences could be improved, but it would be surprising to find serious sentence errors - comma splice, fragments, or fused sentences--in a "B" paper.**

**Papers that slip into the B-range may have a simplistic thesis or develop sections of the paper that are unrelated to the thesis. Evidence may be lacking in key sections of the paper. Limited conceptual/theoretical problems may also result in a B-grade or lower. Writing and/or organization may negatively affect readability. B-papers may be overly critical without evidence, rely too much on unsubstantiated or undocumented information, or be too descriptive without developing a critical edge.**

**C paper - C papers take a clear stand on one debatable claim and provide sufficient evidence to support that position. Paper responds adequately to the essay topic, providing an argument that may be general or somewhat obvious. The thesis may be too broad or too general, or the writer may not have expressed a clear exigence for the paper's intended audience. Though an effort has been made to support the case with arguments, the arguments may be obvious or predictable; the paper may even lack some pertinent information. The paper may lack sufficient or appropriate textual evidence. The paper may need work on organization, paragraph development, and transitions. The logic of the paper may be strained and/or inconsistent. C (average) papers reflect average writing. Sentence structure is generally correct, although there may be a lack of elements such as subordination, sentence variety, and stylistic devices to achieve emphasis. Comma splices, unintentional fragments, fused sentences, subject/verb disagreements, and other mechanical errors may bring an otherwise fine paper into the low C or even D range.**

**D paper - Paper may lack a clear thesis or coherent argument, or fail to offer supporting evidence from the text. The prose of a D paper may exhibit significant grammatical and/or stylistic problems. Lack of proofreading may turn an otherwise adequate paper into a D paper, regardless of the quality of reasoning present. The logic and/or structure of the paper are difficult to follow. The D paper demonstrates a limited sense of purpose. Necessary arguments or evidence may be out of order and/or missing; irrelevant arguments may instead be present. The introduction may be unclear or nonexistent, paragraphs may not be well developed or arranged, and transitions between paragraphs and/or ideas may be confusing or missing.
F paper - The paper displays a lack of understanding of basic principles that guide scholarly endeavors. Examples include but are not limited to gross mistakes in citing source materials as well as significant errors in framing the paper. The case study or supporting arguments may be seriously flawed and unable to withstand even casual scrutiny.

Grading Scale - Final course grades are assigned on the following scale

\[
\begin{array}{ccc}
93-100\% &=& A \\
90-92\% &=& A-
\end{array}
\] 

\[
\begin{array}{ccc}
87-89\% &=& B+ \\
83-86\% &=& B
\end{array}
\] 

\[
\begin{array}{ccc}
80-82\% &=& B- \\
77-79\% &=& C+
\end{array}
\] 

\[
\begin{array}{ccc}
73-76\% &=& C \\
70-72\% &=& C-
\end{array}
\] 

\[
\begin{array}{ccc}
67-69\% &=& D+ \\
63-66\% &=& D
\end{array}
\] 

\[
\begin{array}{ccc}
60-62\% &=& D-
\end{array}
\] 

\[
\begin{array}{ccc}
59\% \text{ and below} &=& F
\end{array}
\]

Course Schedule:

**Students will need to access WebCT to find some readings listed on this schedule. Those readings will need to be printed and brought to class.** The following course schedule may be changed according to the flow of discussions, assignments, or current events. Students will be given ample warning in the event of a change. Also, as I learn more about your interests, the readings may change slightly. Thus, it is always helpful to tell me about your impressions of the readings during discussion.

Section 1: Campaign Strategies

This course is divided into three sections: 1) Themes, 2) Elections, and 3) Perspectives.

Section One: Themes in American Presidential Elections Since 1960

T - 8/24 - Overview

R - 8/26 - Three Theses about Political Campaigning

Read:

Hollihan, Ch. 1

T - 8/31 - The Power of Narrative I

Read:

Trent and Friedenberg (D2L)

R - 9/2 - The Power of Narrative II

Read:

Hollihan, Ch. 2

T - 9/7 - The Stump Speech

Read:

Hollihan, Ch. 7

R - 9/9 - The Anatomy of a Political Event

Read:

Hollihan, Ch. 4

Danner (D2L)

T - 9/14 - The Party Convention I

Read:

Trent and Friedenberg on Conventions (D2L)
R - 9/16 – The Party Convention II
Read:
Stuckey (D2L)

T - 9/21 – Campaigns and the News Media I
Read:
Hollihan, Ch. 5

R - 9/23 – Campaigns and the News Media II
Read:
Hollihan, Ch. 8
Trippi (D2L)

T - 9/28 – The Debates I
Read:
Hollihan, Ch. 9

R - 9/30 – The Debates II
Read:
Carlin (D2L)

T - 10/5 – Advertising
Read:
Hollihan, Ch. 6

**ELECTION ASSESSMENT DUE**

R - 10/7 – Overcoming Specific Obstacles
Read:
Kennedy, Houston Ministerial Association (D2L)
Clinton, American Legion (D2L)
Romney, Faith in America (D2L)
Obama, Race in America (D2L)

T - 10/12 – no class (Fall Break)

*Section II: Modern Elections in Focus*

R - 10/14 – The 2008 Election
Read:
Newsweek (D2L)
Axelrod (D2L)

T - 10/19 – George Bush and Karl Rove: 2004
Read:
Kerry (D2L)

R - 10/21 – The McCain Mystique in 2000
Read:
Wallace (D2L)

T - 10/26 - Bill Clinton and the Ragin’ Cajun: 1992
   Read:
   Clinton Persona (D2L)

R - 10/28 - The Reagan Revolution: 1980
   Read:
   Introduction through Ch. 3 of Reagan’s Victory

T - 11/2 - 1972: Richard Nixon’s America
   Read:
   Black (D2L)

R - 11/4 - The Quagmire: 1968
   Read:
   Perlstein (D2L)

Section 3: Perspectives on Presidential Campaigns and American Political Culture

T - 11/9 - Gender and Presidential Candidates
   Read:
   Gendered Politics (D2L)

R - 11/11 - Gender and Presidential Candidates II
   Read:
   RPA (D2L)

T - 11/16 - Democrat Winners in the Modern Era
   Read:
   Jarvis (D2L)

R - 11/18 - Republican Winners in the Modern Era
   Read:
   Complete Chapters 4 through 6 of Reagan’s Victory

T - 11/23 - Campaigns and Citizens I
   Read:
   Patterson (D2L)

R - 11/25 - no class (Thanksgiving)

T - 11/30 - Campaigns and Citizens II
   Read: Hollihan, Ch. 11

R - 12/2 - Review for final

FINAL PAPER DUE.

Final Exam: Tuesday, Dec. 14, 12:00pm – 3:00pm, same classroom
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Curtis       Email: curtisc       Phone: 3-6510

Department or Program Name: Political Science  School name: HSS

Course Prefix, Number, and Title: POLI 339 Special Topics in American Politics

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered:

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

none

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ Yes    ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

Political Science major/minor

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours  3

B. Credit Hours  3

Is this course repeatable? ☑ yes ☐ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

These courses examine selected topics in American politics not covered in other courses.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

Old POLS 399. We are maintaining the separation between American politics and public policy in our special topics courses in order to provide a greater degree of specificity to these topics courses.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. As a special topics course the learning outcomes will change depending on the course. But every POLI 339 will have students demonstrating knowledge about some aspect of American politics.</td>
<td>Depends on the course</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Depends on the course but could attach to:

1. Demonstrate knowledge of political systems including their institutions, processes, laws and constitutions and the relations between and among nations.
2. Demonstrate knowledge of the reasons why people behave in diverse political roles and spaces
3. Demonstrate understanding of readings, analyze texts critically, effectively write papers
4. Distinguish their own views from those of others and can defend their own perspective.
5. Apply theories and concepts to new situations
6. Demonstrate knowledge of the variety of methods used by scholars of politics and understand which methodological approaches are appropriate where and choose their own methodological approaches in papers.
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director: [Signature] Date: 9/4/11

2. Signature of Academic Dean: [Signature] Date: 11/4/11

3. Signature of Provost: [Signature] Date: 11/10/11

4. Signature of Curriculum Committee Chair: Date: 

5. Signature of Faculty Senate Secretary:
Date: ______________________

Date Approved by Faculty Senate: ______________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Political Science 339
Special Topics in American Politics: Third Parties in American Politics
Spring, 2010

When the number and variety of political parties increases, the chance of oppression, factionalism, and non-critical acceptance of ideas decreases.
--James Madison

If I could not go to heaven but with a party, I would not go there at all.
--Thomas Jefferson

The old parties are husks with no real soul, divided by artificial lines, boss-ridden and privilege-controlled, each a jumble of incongruous elements, and neither daring to speak out wisely and fearlessly on the vital issues of the day.
--Theodore Roosevelt

Our democracy is but a name. We vote. What does that mean? ... We choose between two bodies of autocrats. We choose between Tweedledum and Tweedledee.
--Helen Keller

May God write us down as asses if ever again we are found putting our trust in either the Democratic or Republican parties.
--W.E.B. Du Bois

There's not a dime's worth of difference between the Democrat and Republican parties.
--George Wallace

Saying we should keep the two-party system simply because it is working is like saying the Titanic was a success because a few people survived on life rafts.
--Eugene McCarthy

America's seemingly-perfect two-party duopoly has produced a politics of near-total paralysis.
--Micah Sifry

If someone as blessed as I am is not willing to clean out the barn, who will?
--Ross Perot

It's not easy bein' (G)reen!
--Kermit the Frog

Nature of the Course:
We will explore a little-known but fascinating domain beyond the major parties: the world of Know Nothings and Populists, Progressives and Dixiecrats, Libertarians and Greens, Prohibitionists and Communists and others. Understanding their mutual interest in maintaining duopoly, the Democrats and Republicans (despite their dislike of each other) have united in stacking the deck against such outside challengers. Even so, whatever one's definition of "there" is, third parties have almost always arrived there years before the major parties. They were the first to nominate women, African Americans, and gays for the presidency. There were the first parties to push for transparency in government, the abolition of slavery, women's suffrage, national health insurance, social security, and ending the Cold War. Students will demonstrate knowledge of third parties in the United States, their history and their goals.

This course will proceed seminar style. You will be expected to be a regular participant in our shared discussion of assigned readings.

Required Texts:
Micah Sifry, *Spoiling for a Fight: Third-Party Politics in America*
Theresa Amato, *Grand Illusion: The Myth of Voter Choice in a Two-Party Tyranny*

**Honor Code:**
In all of your work in this class, please remember your obligations under the College of Charleston Honor Code, which will be strictly enforced.

**Methods of Instruction and Criteria for Evaluation:**
This may be your first experience in a seminar course. If so, please note: There will be very little if any formal lecture-type presentation. Our discussion will focus upon common assigned readings and the discussion thereof. At my request, the enrollment for this class was capped at 22. That is a bit higher than the optimum for a seminar but not too large to permit good discussion

**It is absolutely essential that you resolve to read beforehand and then bring along with you the material assigned for class for each particular date, and that you participate actively and regularly in our discussion. The success of this seminar is dependent upon you, individually and collectively. If you feel you will be unwilling or unable to devote your time to preparing and then participating in the day-to-day discourse in this class, please look elsewhere, right away, for a more traditional replacement class.**

Your grade for this course will be based *in equal measure* upon the first and two of the three other components which follow:

- Classroom Participation. Including regular and devoted participation (you cannot participate when you are not present!) and informed contributions to our ongoing discourse and discussion (note in the Schedule of Topics and Assignments that you will be called upon to lead the discussion on some occasions).

We will probably have one or two evening pizza sessions to watch films (for example, *Iron Jawed Angels* and *Reds*) relevant to our topic. You will be encouraged though not required to attend these.

- A midterm exam to be given on March 2
- A seminar paper (see below) due on April 1
- The final exam, scheduled for April 29 at Noon

You have two options with respect to the midterm test, the seminar paper, and the final exam:

1) Complete all three, and the instructor will drop the lowest of the three grades you earn for these components. (The participation grade will be counted in any circumstance).

**OR**

2) Skip the midterm, the seminar paper, or the final exam (which will not be comprehensive), and the two remaining grades, along with the participation grade, will count.

Seminars papers should be
• Typed, doubled-spaced, preferably in Times New Roman font size 12

• Include reference notes indicating your indebtedness not only to sources for quotes but also to material you have paraphrased or used for contentions, facts, ideas, and the like which are not in the public domain. They may be in-text notes, footnotes, or end-notes: the only requirement here is consistency.

• Include a separate page(s) at the end titled “Works Cited or Consulted.” The citations contained on this page should be arranged alphabetically and should include all works consulted by you and relevant to your topic, whether or not you have cited them in any of your reference notes.

• Attach to your submission a statement, personally signed by you, indicating that you have never previously researched this topic and that the present research and writing have been entirely your own.

Seminar papers are due on April 1 and they are to be submitted (one copy) to the instructor in person, not by email. You should keep a copy on your hard drive as back-up. The following topics are pre-approved by the instructor. Any others must be negotiated by you and me. Even if you choose one of the listed topics, you are to schedule a conference with me to discuss the dimensions of your topic, possible sources, and other matters.

1. America’s Two-Party System: an Assessment and Critique
2. The Party Systems of the UK, Canada, and the US: a Comparison
3. Nader and the 2000 Election: a Content Analysis of Media Accounts
4. Outreach via Media: a Comparison of Libertarian, Green, and Communist Media Today
5. Learning from the GOP: How the Republicans Went from Third Party to Major Party (and Did It)?
6. The 1860 Southern Democrats and 1948 Dixiecrats: a Comparative Study
7. The Third-Party Tradition in Minnesota
9. The Third-Party Tradition in New York
10. The Third-Party Tradition in Vermont
11. Partisan Alliances of Farmers and Workers: the Historical Record
12. What Manner of Man? The Life and the Character of George C. Wallace
13. Leon Trotsky, Trotskyism, and the United States
14. Sacco and Vanzetti, Julius and Ethel Rosenberg, and Alger Hiss on Trial
15. Eugene V. Debs and Norman Thomas: a Comparison
16. The Industrial Workers of the World (the “Wobblies”)
17. George Lincoln Rockwell, William Pierce, David Duke: Heroes of the Neo-Nazi Right
18. The Third-Party Money Problem
19. COINTELPRO: a History and Assessment
20. The Southern Poverty Law Center and the American Extreme Right
21. Mass Media Treatment and Coverage of the 1948 Dixiecrats and Progressives
22. The Know Nothings and the American Nativist Tradition
23. Demolishing Duopoly Through Institutional Reform: a Proposal
24. Ron Paul and the Movement to Build a Major Third Party
25. The “Socialist Senator”: the Life and Character of Bernard Sanders
26. Why There Has Never Been a Major Socialist (or Communist) Party in the U.S.
27. The Lives and Accomplishments of Victoria C. Woodhull and Belva Ann Lockwood
29. Communist Party USA as Revealed Since the Soviet Collapse
30. Historic Freemasonry and Its Antimasonic Enemy
31. Strange Odyssey: The Life, Psyche, and Movement of Lyndon LaRouche

Grade Distribution:
A= 92-100; A- = 90-91; B+ = 88-89; B = 82-87; B- = 80-81; C+ = 78-79; C = 72-77;
C- = 70-71; D+ = 68-69; D = 62-67; D- = 60-61; F = 59 and below.

Schedule of Topics and Assignments:

* Connotes area within this topic in which student may lead discussion

January 14:

1. Introduction: Duopoly and Its Challengers

Read: Gillespie, Ch. 1

* Ross Perot and the Reform Party
* Ron Paul
* Ralph Nader

January 19, 21:

2. Protecting Major-Party Turf

Read: Gillespie, Ch. 2

* Single-member district v. proportional representation (PR)
* The electoral college and minor parties
* Restrictive ballot-access requirements
* Sore loser and anti-fusion laws
* Duopoly in debates
* The First Red Scare
* The Second Red Scare and COINTELPRO

Read: Sifry, pp. 1-142 for January 26 class
January 28, February 2:

3. On the Outside, Looking In

Read: Gillespie, Ch. 3

- Third-party types
- The Prohibition Party
- Why third parties matter

February 4:

4. Constitutionalists, Greens, and Libertarians

Read: Gillespie, Ch. 4

- Constitution Party
- The Greens
- Libertarian Party

Read: Sifry, pp. 145-220 for February 9 class

February 11:

5. The Early Years: Short-lived Parties Before 1860

Read: Gillespie, Ch. 5

- The Antimasonic Party
- The Know Nothings
- Anti-slavery parties

February 16, 18:

6. Union, Reform, and Class: Short-lived Parties, 1860-1908

Read: Gillespie, Ch. 6

- Third parties in the 1860 election
- The first women presidential candidates
- The Greenbackers
- The Populists (People’s Party)
February 23, 25

7. Thunder Left and Right: Short-lived Parties, 1912-1960

Read: Gillespie, Ch. 7

- Teddy Roosevelt and the Bull Moose Progressive Party
- Robert La Follette and his 1924 Progressive campaign
- Strom Thurmond and the Dixiecrats
- Henry Wallace and the Progressives

Midterm Test: March 2
March 9, 11: No class (Spring Break)
March 4, 16:

8. George Wallace and Beyond: Short-lived Parties, 1968-

Read: Gillespie, Ch. 8

- The American Independent Party, 1968 and beyond
- George Wallace (biography)
- The Peace and Freedom and People’s parties
- The Citizens Party
- Lyndon La Rouche
- The New Alliance Party
- The Natural Law Party

March 18:

9. The New Independents: the Anderson and Perot Movements

Read: Gillespie, Ch. 9

- The 1980 Anderson movement
- Perot and his 1992 independent campaign
- Perot and the movement after 1992
March 23, 25:

10. Taking the Less-Traveled Road: Women, African Americans, Latinos
Read: Gillespie, Ch. 10

- Alice Paul and the National Woman's Party
- The Black Panther Party
- Partido de La Raza Unida

March 30, April 1:

11. Doctrinal Parties 1: the Socialists and Communists
Read: Gillespie, Ch. 11

- Eugene V. Debs and the Socialist Party
- Communist Party USA
- Maoist Parties: Progressive Labor and Revolutionary Communist

April 1: Seminar papers due
April 6:

12. Doctrinal Parties 1: the Neo-Nazis
Read: Gillespie, Ch. 12

- George Lincoln Rockwell and the Neo-Nazi movement
- Interview with Martin Kerr

April 8:

13. State/Local Significant Others
Read: Gillespie, Ch. 13

- Burlington and the Vermont Progressive Party
- Minnesota Farmer-Labor Party
- Minor parties in the state of New York
- The Working Families Party
Read: Sifry, pp. 223-276 for April 13 class
April 15:

14. Conclusion: Looking Back, Looking Ahead
Read: Gillespie, Ch. 14, and Sifry, pp. 279-309

April 20 and 22:

15. Amato's Insights on the American Party System
Read: Amato

Exam: Thursday, April 29, 2010, Noon